DOCUMENT RESUME

ED 154 140 08 CE 015 233

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TITLE Teaching Adult Vocational Education Learners. Annotated and Selected Bibliography. Final Report.
INSTITUTION University of Northern Colorado, Greeley. Coll. of Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH60261
PUB DATE 30 Sep 77
GRANT G007603722
NOTE 107p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Characteristics; Adult Counseling; Adult Development; *Adult Education; *Adult Learning; Adults; Adult Vocational Education; Age Differences; *Annotated Bibliographies; Community Education; Educational Resources; Resource Guides; Teaching Methods

ABSTRACT

This selected annotated bibliography contains eighty-three entries (includes books, reports, guides, papers, and articles) relevant to teaching adult vocational education learners. The citations are organized alphabetically by author and each one includes some or all of the following: source, title, sponsoring agency, publisher, city, state, date, pages reviewed, and an annotation. Some representative titles include the following: "Meeting the Needs of Working Class Women in Post Secondary Education"; "Voluntarism: The Real and Emerging Power"; "Continuing Education in Canadian Universities"; "Community Education and Its Major Components"; "Teaching Adults"; "Career Education: Community Resource Center"; "Lifelong Learning"; "Finding Community: A Guide to Community Research and Action"; "The Physiology of Aging: How It Affects Learning"; "Goal Analysis"; "Recurrent Education"; "Tested Techniques for Teachers of Adults"; "Teacher's Role in Life-Centering the Curriculum"; "Guide to Adult Education Counseling"; and "Passages: Predictable Crises of Adult Life." (EM)

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ED154140

Final Report

Project No. 498AH60261
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ANNOTATED AND SELECTED BIBLIOGRAPHY

"Teaching Adult Vocational Education Learners"

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University of Northern Colorado

Greeley, Colorado

September 30, 1977

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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PREFACE

Graduate Vocational Teacher Education within the College of Education at the University of Northern Colorado was awarded a USOE Project under Public Law 90-576, Part C, Section 131 (a)--Research and Training--of the Vocational Education Act of 1963 as amended. The project entitled Adult Vocational Education Research and Development had three thrusts:

1. Conduct a series of literature searches related to adult education and complete a series of related studies entitled:

   * An Assessment of Characteristics of Cooperative Agreements Between Postsecondary Educational Institutions and Business, Industry, and Labor.

   * A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions.

   * Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees.

2. Conduct a Colorado Postsecondary Adult Cooperative Vocational Education Conference at UNC, January 25-28, 1977.

3. Develop instructional modules for the improvement of content and delivery of university graduate-level introductory instruction in adult vocational education.

This review of the literature represents the concern for teaching adult vocational education learners. The annotated bibliography is organized alphabetically by author. This collection of works is by no means intended to be exhaustive nor is it to be construed as an evaluation of work in the field.

Louise J. Keller, Project Director Lois W. Bennett, Co-Director

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Author: Adickes, Sandra; and Worthman, Elizabeth Source: ED 136 878

Title: MEETING THE NEEDS OF WORKING CLASS WOMEN IN POST-SECONDARY EDUCATION

Published: Paper presented at the conference of Women in Midlife Crises

City, State: Ithaca, New York

Date: October 28, 1976 Pages Reviewed: 14

This paper describes the problems and successes of women who have been moved by the aspirations enunciated by the women's movement to enter the college in increasing numbers. Among the problems that such re-entering women face in the pursuit of a higher education are ambivalence and resistance from husbands, guilt feelings as a consequence of having to leave their children for extended periods, lack of institutional sensitivity to the unique needs of returning women, academic sexual stereotyping, and the lack of sensitivity of male faculty members.

Response of the institution (the City University of New York, in this case) to the special needs of returning working-class women has been inadequate thus far. Improved levels of counseling are needed, both for the women students, and in some instances, members of her family, as are improved levels of career advocacy and vocational advocacy. It is notable that some women students have taken to political organizing to obtain needed educational opportunities.

Source: ED 110 628

Title: ADULT EDUCATION TRAINING HANDBOOK FOR CULTURAL AWARENESS

Sponsoring Agency: Bureau of Occupational and Adult Education, Department of Health, Education, and Welfare

Publisher: BLK Group, Inc.

Date: May,1975 Pages Reviewed: 106

This handbook provides a framework for planning and conducting a cultural awareness training program for adult education personnel. There is consideration of the problem of: training goals and objectives; design of the instructional program; determination of physical requirements; coordination with administration, personnel and budget; preparation, coordination, and approval of a training memorandum; and planning, supervision, evaluation, and follow-up of the training effort.

There is an outline of a three-day program in cultural awareness; the outline includes short lectures and audiovisual materials that deal with the topics: cultural awareness in America, stereotyping, implications of culture for adult education, culture conflict and curriculum, spaces between people, cross-cultural communication, and getting in touch with feelings.

Approximately two-thirds of the handbook is devoted to the following appendixes: suggested material for a training notebook, suggested material to be distributed at an adult educator's workshop, an annotated bibliography of both printed and audiovisual materials related to cultural awareness, and a guide to the effective use of audiovisual materials.

Author: Armstrong, Fiona; and others Source: ED 135 616

Title: MAKING IT IN THE REAL WORLD

Publisher: Paper presented at the New York State English for Speakers of other Languages/Bilingual Education Conference

Date: October, 1976 Pages Reviewed: 10

This paper describes a project designed to facilitate the rapid movement of adult students from the classroom into vocational training, jobs, or higher education. The project deals with junior and senior high school dropouts, some from New York and some from Puerto Rico.

The basic premise of the program is that, while these students return to school because they feel they need further instruction in English, what they also need are other skills vital for success in the working world. Basic features of the program include:

Flexible class groupings
Non-traditional classroom settings
Reinforcement of a positive self-image

Training not only in English as a second language, but also in academic skills (including test-taking strategies), vocational opportunities, and in the values and behavior patterns of the working world.

Author: Ball, Colin; and others Source: ED 135 993

Title: VOLUNTARISM: THE REAL AND EMERGING POWER. A REPORT OF THE INTERNATIONAL CONFERENCE ON VOLUNTEER SERVICE.

Publisher: ACTION

City, State: Washington, D.C.

Date: June 27-July 2, 1977 Pages Reviewed: 191

The principal objective of the international conference, held in Vienna, Austria, reported here was to bring together people involved with the promotion, development, support, coordination, and funding of volunteer programs to exchange ideas and experiences.

Part I is a short paper on the historical perspective of voluntarism.

Part II is a summary of conference proceedings. It synthesizes conference discussions on several specific themes: voluntarism in the context of the development process; approaches to volunteer work, organization, and mobilization; international voluntarism; domestic schemes, training and employment schemes, social and technical development service schemes, and short-term services; and forward strategies.

Part III contains six conference speeches and case study presentations from Africa, Asia, North America, and Latin America.

Author: Barlow, Bruce M.

Title: COLORADO ADULT NEEDS ASSESSMENT PROJECT

Publisher: Colorado Department of Education

City, State: Denver, Colorado

Date: 1975 Pages Reviewed: 20

The project report was to determine base line data about:

1. adult occupational, educational, and related needs.
2. agency services available to adults.
3. the businessman's requirements and perceptions about adult needs in the State of Colorado.

The project used three separate survey thrusts:

1. the citizen survey.
2. the employer survey.
3. the agency survey.

The summation of the three surveys show there are four basic generalities which describe the adult learning situations in Colorado:

1. the people of Colorado recognize and appreciate adult learning as a necessary and desirable means toward improving their lines.
2. the public agencies are making an aggressive effort to serve their constituencies but are first noted by an inability to meet their own existing objectives, due to consistent funding levels which would permit operational efficiencies through reduction in inter-agency referral traffic.
3. the employer community is reluctant to provide monetary support for a broad base adult program but would provide ancillary support to the programs that fulfilled their needs.

4. participants in previous learning programs have a positive attitude toward further participation in learning programs.

The project data obtained offers many answers for educational planners if the data is examined in the context of specific questions.

Author: Bell, Daniel

Title: THE COMING OF THE POST-INDUSTRIAL SOCIETY

Publisher: EQUALITY AND LIBERTY IN EDUCATION, Special Bicentennial Issue Published by Kappa Delta Pi

City, State: West Lafayette, Indiana

Date: 1976 Pages Reviewed: 183-187

We are undergoing the transformation of our society from an industrial to a post-industrial society, from life in dense urban concentrations to life in ribbon cities--long threads of concentric circles--within vast metropolitan regions. In the post-industrial society, life becomes a game between persons. What counts is not raw muscle power; what counts is information.

With a post-industrial society, the United States has created the world's first service economy. In 1950, half of all workers were engaged in the production of goods, and almost 34 percent directly in manufacturing. Today almost 65 out of every 100 workers is engaged in services. By the year 2000, it is likely that only 10 percent of the labor force will be manufacturing--producing goods for the other 90 percent.

The author analyzes the pre-industrial and post-industrial society and then makes projections for the future. The focal point of opportunity in America is being defined, increasingly, by education. It also means that a sizable number of people have been excluded--because of lack of education--an existence as members of a permanent underclass. These people need to be part of the lifelong learning process.

Author: Bellenger, Joseph; and others Source: ED 134 795

Title: PROJECT CAREERS: CAREER GUIDANCE FOR ADULTS. FOCUS ON ETHNIC MINORITIES AND WOMEN. TWO PROGRAM MODELS, IMPLEMENTATION AND EVALUATION. FINAL REPORT

Sponsoring Agency: Office of Education, Department of Health, Education, and Welfare

City, State: Washington, D.C.

Date: February, 1976 Pages Reviewed: 199

This project was developed to improve career guidance services for adults, particularly ethnic minorities and women. General objectives for the project were: (1) to identify viable career guidance, counseling, placement, and follow up approaches being used with adult populations, (2) to implement and field test two approaches and design prototype materials based on identified models, and (3) to disseminate a catalog of viable adult career guidance approaches.

One of the selected programs was offered in a San Jose, California neighborhood with a high ethnic minority population. It was based on a program operating in Huntsville, Alabama and consisted of a 5-week class on career decision making. The second program, an 8-week career exploration workshop, focused on the special concerns of women and was based on a program developed by the University of Kansas. A kit, containing materials used during the implementation as well as the evaluation instrumentation, was prepared for the program. (These kits and evaluations are included in the final report.)

Evaluation data revealed that the ethnic model (first program) was successful in helping individuals to reach program goals, but attracted few individuals. It was suggested that the presentation and format of the program be revised if it is to be transportable. Evaluation of the second program was positive and the program was considered to be a viable, transportable adult career guidance program.

Author: Bergenin, Paul

Title: PHILOSOPHY FOR ADULT EDUCATION

Publisher: The Seabury Press

City, State: New York City, New York

Date: 1967 Pages Reviewed: 141-148

The author states that ignorance and indifference to the needs of others plays a universal part in society's failure to solve our problems and in the creation of others. Consequently, there is a need for training educators at all levels of facilitation to successfully identify human needs in terms of three kinds of educational needs and establishing a program of adult training that incorporates these needs. Those three needs being: symptomatic, felt, and real.

A symptomatic educational need is a manifestation of a need a person considers real or genuine, although he is unaware that it is an indication of something else. It may not be readily identified and may mislead an adult educational diagnostician seeking a solution to an adult educational problem to treat the symptom and not the need.

A felt educational need is one considered necessary by the person concerned. Such a need may or may not be actually necessary to the adult's educational development. But with the information and options currently available to the person, their perception of the solution is a felt need, real or symptomatic.

A real educational need should reveal something necessary that a learner actually lacks but can acquire through a learning experience. These needs have the range from basic human survival skills to the highest level of becoming - self.

Authors: Berridge, Robert I.; West, Philip T.; and Stark, Stephen L.

Title: TRAINING THE COMMUNITY EDUCATOR: A CASE-STUDY APPROACH

Publisher: Pendell Publishing Company

City, State: Midland, Michigan

Date: 1977 Pages Reviewed: 149

The authors have selectively combined 10 years of field experiences into this textbook of 24 cases. The text is specifically designed to train community education personnel. Its empirical basis is from the implementation and operation of community education projects in at least 100 communities.

Eight topical areas are covered with 3 cases for each area:

Creating community awareness
Planning and implementing
Staffing the project
Coordinating community efforts
Developing policies and procedures
Financing community education
Exercising leadership
Evaluating programs and projects

By participating in the questions and related activities accompanying each case, the student will have an opportunity to develop skills as a community education leader.

Author: Bischof, Ledford J.

Title: ADULT PSYCHOLOGY, 2nd edition

Publisher: Harper & Row, Publishers

City, State: New York, New York

Date: 1976 Pages Reviewed: 430

This volume reflects an organized approach to the field of adult developmental psychology, a field which has come of age in the past ten years. The author points out that courses are being taught in it as never before. Developmental psychology books are adding chapters about adults. The American Psychological Association has sponsored a book, THE PSYCHOLOGY OF ADULT DEVELOPMENT AND AGING. Research continues to accumulate more data and draw more conclusions.

This edition attempts to emphasize change as the essence of life for the developing adult. Since World War II, one sees that tremendous changes have occurred in society over the world and in the way each adult lives in his/her society. Alterations have taken place in marriage, parenthood, occupations, retirement, leisure, mobility, life style, and even length of life.

The author cites certain problems to be resolved. Current research is reported to be more method-centered than concept-centered; "how to do it" has taken precedence over "what does it mean?" Further, neologisms confuse the issue: "protension" means forward in time; "informal participation with nonkinsman" means talking to one's neighbors, etc. And the problem of theory of adult development remains as one of the largest problems of concern. Merely extending to adulthood the theories based on child development has limited or no value whether it be in learning, personality, or adjustment techniques.

Most of the data in this book comes from the United States. Furthermore, the author's personal viewpoint is involved. After 42 years in 17 different occupations, the author claims that age biases will show up. That is, in his retirement the book looks different from the way it did when concieved 11 years earlier.

This comprehensive volume includes the following topics:

Adult Psychology
The Adult Body
The Performing Adult

The Adult Personality
The Social Adult
Vocations and Avocations
Marital Status
The Family
The Aged Adult

The writer claims no conclusions or summaries to this book. "There are no platitudes, no commandments, no exhortations: only the dynamics of living as an adult and dying as a decent human being." (p. 361) An extensive bibliography on the field of geriatric medicine and research in gerontology is also included in the book.

Author: Bowren, Fay F.; and Zintz, Miles V.

Title: TEACHING READING IN ADULT BASIC EDUCATION

Publisher: William C. Brown Company, Publishers

City, State: Dubuque, Iowa

Date: 1977 Pages Reviewed: 409

This practical guide was written to serve several specific audiences:
1. To be used in teacher education programs and for various inservice programs in the specific training of teachers for adult basic education. To insure the greatest usefulness, the authors have attempted to synthesize the thinking of many outstanding theorists and practitioners in this field with the ideas and thoughts gleaned from their own experience with adult education programs.

2. To be used with adult basic education teachers whose primary professional training or interest has been the education of either children or teenagers.

3. To be used to serve present teachers of reading in all adult basic education programs, regardless of type of sponsoring agency.

4. To be used by the volunteer lay tutor who is endeavoring to teach an adult to read.

Author: Broschart, James R.

Title: A SYNTHESIS OF SELECTED MANUSCRIPTS ABOUT THE EDUCATION OF ADULTS IN THE UNITED STATES

Publisher: The Bureau of Occupational and Adult Education, The U.S. Office of Education

City, State: Washington, D.C.

Date: 1976 Pages Reviewed: 75

The Steering Committee of Lifelong Learning requested a set of study documents in order to advise the Bureau of Occupational and Adult Education in developing a position statement reflecting the Bureau's sense of the central issues surrounding the concept of lifelong learning. This essay is an attempt to draw together the content of these study documents. The purpose of the essay is to provide a manageable and accurate portrayal of this massive set of study materials. The following four topics are covered: (1) An overview of the state of adult learning in the United States today, (2) Evaluation of the benefits of adult learning, (3) Projections and estimations of the future needs of the American society and of the implications for adult learning, (4) Assessments of the major problems confronting today's adult learning.

An appendix contains a topical outline of the "state of the art" of adult learning today. Under this area the following three broad areas were investigated: (a) the adult learner, (b) the context for learning, and (c) lifelong learning: a conceptual frame.

Author: Buffer, Loretta C.; and Teaff, Richard R. Source: ED 135 991

Title: CONTINUING EDUCATION FOR THE ELDERLY: A REPORT

Sponsoring Agency: Department of Health, Education, and Welfare; and Ohio Board of Regents

City, State: Washington, D.C.; and Columbus, Ohio

Date: December, 1976 Pages Reviewed: 57

These proceedings summarize the content and activities of a conference attended by continuing education deans and directors of Ohio's public and private 2- and 4-year institutions of higher education, administrators of nursing homes, and community mental health personnel. The focus of the conference was to examine the extension of educational opportunities to those elderly who congregate in the community, e.g., in recreational centers, retirement housing, and nursing homes. Major sections include a review of the conference philosophy, a review of the literature on the conference theme, synopsis of conference proceedings, recommendations and feedback. An appendix presents guidelines or program planning and proposal writing.

Author: Cannell, R. L. Source: ED 114 669

Title: CONTINUING EDUCATION IN CANADIAN UNIVERSITIES

Date: 1974 Pages Reviewed: 60

Different aspects of the development of continuing education in Canadian universities and institutions were studied by the British author through visits to Vancouver, Toronto, Montreal, Winnipeg, Saskatoon, Calgary, and Banff. Short visits were also made to Massachusetts, Washington, Oregon, and California. Comparisons between Canadian and British approaches to continuing professional education were made on the basis of the visits regarding: their activities and development; the organization of the professional staff and activities in the centers for continuing education; the training of adult educators; and the financing of continuing education activities.

Opportunities for part-time degree study in Canada and the United States through the extended day and trimester systems offer new ideas for continuing education in British universities. Appended materials contain the author's notes on the continuing education activities at the universities visited.

Author: Carp, Abraham; Peterson, Richard; and Roelfs, Pamela

Source: ED 097421

Title: LEARNING INTERESTS AND EXPERIENCES OF ADULT AMERICANS

Publisher: Educational Testing Service

City, State: Berkeley, California

Date: March 1973 Pages Reviewed: 119

This document describes in detail the potential market for adult learning. It analyzes the learning activities of men and women who are engaged in adult learning. To gather this information a survey questionnaire was sent to adults in a carefully selected national sample of 1,639 households. The results were tabulated and then discussed as findings concerning the characteristics of adult learners and would be learners, content of learning interests and activities, credit for learning reasons for learning, learning locations, barriers to learning, time and cost factors, reporting and guidance, and the desire for a degree. The authors caution the reader to regard the results as general indicators of adult learning interests and activities at best, rather than definitive descriptions. The authors suggest the use of the document as a general guideline for educational planners. Weighing various policy alternatives in adult education.

Author: Castaldi, Basil Source: ED 105081

Title: THE EXPANDED ROLE OF HIGHER EDUCATION: A COMPREHENSIVE PLAN FOR AN ADULT EDUCATION SYSTEM

Publisher: Bristal Community College

City, State: Fall River, Massachusetts

Date: 1974 Pages Reviewed: 144

The paper develops the need for a comprehensive adult education system, the philosophy and assumptions underlying the authors proposed adult education system, the current status of American adult education, conceptual features of an adult education system, a proposed system of adult education for Massachusetts. His overview of the current status of adult education shows that it consists of a large number of disjointed uncoordinated efforts, which can be subdivided into seven distinct functional components (graduate; baccalaureate degree; associate degree; advanced, intermediate, and primary basic; and occupational), plus special interest instruction for leisure time activities. The author feels the needed new system of adult education should be based on these seven components, and should be a state of function, centralized in administration but decentralized in operation, making the maximum use of existing staff and facilities in the state of Massachusetts.

Author: Clark, Phillip A.

Title: COMMUNITY EDUCATION AND ITS MAJOR COMPONENTS

Publisher: Journal of Teacher Education

Date: July-August 1977 Pages Reviewed: 5-8

The author points out four misconceptions about community education:

MISCONCEPTION 1. Community education is the after school and evening program endeavors of school systems and/or community colleges.

MISCONCEPTION 2. Community schools and community education are synonymous.

MISCONCEPTION 3. Community education is a vehicle to deliver various forms of compensatory education designed to meet specific needs of community members.

MISCONCEPTION 4. Community education is a new concept, recently developed and enunciated.

Then the writer analyzed the most popular definitions of community education to determine common denominators. Most definitions analyzed reflect that community education is a philosophical concept which can be put into operation, and most reflect that the concept is not restricted to elementary and secondary school education.

Community education's purpose is to serve the entire community, regardless of the age of the participants or the nature of the learning experiences desired. Community member involvement in educational decision making is another common denominator. Community education emphasized community problem solving by utilizing all community resources: human, physical, and financial.

Community education, simply stated, is an operational philosophy of education and system for community development.

Source: ED 135 944

Title: DEVELOPMENTS IN ADULT EDUCATION STRUCTURES. FIVE NATIONAL STUDIES

Publisher: Council of Europe, Strasbourg (France), Committee for Out-of-School Education and Cultural Development

Date: September, 1976 Pages Reviewed: 119

Five separate national studies describe and analyze government involvement in various continuing educational delivery systems in Germany, France, Italy, the Netherlands, and Norway. The German study traces the historical backgound of further education in the Federal Republic of Germany, the provisions of the 1974 North Rhine/ Westphalia further education law, and the planning procedure for a unit/ credit system.

In the second paper, France's Continuous Vocational Training Act of 1971 is described briefly and an assessment is made of its effects after four years in operation. Focus is on the provision for individual educational leave from work, the involvement of trade union organizations and management, and new trends in State Intervention.

"Initial Results of Agreements on Paid Educational Leave in Italy" is the title of the Italian study, which reviews several experimental programs resulting from agreements on paid educational leave for certain categories of workers.

The fourth study traces historical development of adult education within the context of Dutch society and considers the government sponsored endeavor to create an "open school" system.

"Self Management of Adult Learning in Norway" describes some Norwegian experiments based on different degrees of participants' influence and discusses how self-management of learning is integrated into the Government bill on adult education, 1976. Focus is on the relationship between the bill and the work for democracy in industry.

Author: Cross, K. Patricia

Title: ACCENT ON LEARNING: IMPROVING INSTRUCTION AND RESHAPING THE CURRICULUM

Publisher: Jossey-Bass, Inc.

City, State: San Francisco, California

Date: 1976

In this book, the author shows how revolutionary methods of instruction and innovative programs for personal development can help all students to learn and grow--and how institutions can maintain high academic standards at the same time.

From over 1,000 studies of teaching, learning, and student development, Cross selects the most promising programs, describes them in detail, points out their virtues and drawbacks, and makes concrete suggestions for their practical application. Her coverage of new instructional techniques (including individualized learning, programmed instruction, mastery learning, and self-pacing) and her examination of programs for development personal growth and interpersonal skills (including laboratory education, encounter groups, human potential seminars, and micro-teaching) constitute a comprehensive coverage.

Cross also deals with the erosion of academic standards. She presents a new curricular model of education that demands high academic standards for all students, yet accommodates student differences by setting realistic goals, using new instructional strategies, and reshaping course content.

Author: Darkenwald, Gordon G. Source: ED 135 992

Title: WHY ADULTS PARTICIPATE IN EDUCATION: SOME IMPLICATIONS FOR PROGRAM DEVELOPMENT OF RESEARCH ON MOTIVATIONAL ORIENTATIONS
Speech presented to the faculty of the University Extension Division, Rutgers University

City, State: New Brunswick, New Jersey

Date: 1977 Pages Reviewed: 19

While recent research on why adults participate in continuing education programs does not provide educational planners with any easy prescriptions for programming success, it does suggest some broad directions for more effective program development, particularly in relation to needs assessment, the promotional aspect of marketing, and the design and management of learning activities. The most extensive recent studies of motivational orientation (factor analytic studies using Roger Boshier's Educational Participation Scale) yield a striking degree of similarity in findings. Six factors were identified

- Social relationship
- External expectation
- Social welfare
- Professional advancement
- Escape/stimulation
- Cognitive interest

Further study of relationships between the motivational factors and participant and program characteristics revealed little correlation. It can be concluded (1) Cyril Houle's three-factor typology of the adult learner (goal oriented, activity oriented, and learning oriented) can no longer be considered an adequate representation of reality, (2) that major orientation factors appear to be valid only for participants generally, and (3) that most people appear to participate in adult education for mixed reasons, some of which are unrelated to learning, per se, or to course content.

Research should sensitize planners to the variety and complexity of the motives that underlie participation in continuing education. Implications for program development, broad-scale needs assessment, marketing, and management of learning environments are also discussed.

Author: Dave, R. H. Source: ED 118 827

Title: REFLECTIONS ON LIFELONG EDUCATION AND THE SCHOOL: BRIEF PAPERS AND NOTES CONTAINING SOME THOUGHTS ON THE THEORY AND APPLICATION OF LIFELONG EDUCATION AS SEEN IN THE CONTEXT OF SCHOOL CURRICULUM, ADULT EDUCATION AND SIMILAR AREAS

Publisher: United Nations Educational, Scientific and Cultural Organization

City, State: Hamburg, West Germany

Date: 1975 Pages Reviewed: 83

The document contains reflections on the concept of lifelong education. Toward a model of lifelong education Malcolm S. Knowles proposes a role competency model based on the assumption that the purpose of education is the development of competencies for performing various human roles. Lifelong Learning and Our Schools (Karl-Heinz Flechsig) suggests that instructional socialization is one major aspect of schooling that should be taken into account in order to achieve the aspirations of lifelong education. The Bridge Between Schooling and Adult Education (Paul H. Sheats) emphasizes the temporal and spatial dimensions. Another dimension, the depth dimension, is discussed in The Inner Continuum (J. R. Kidd). Lifelong Education and Creativity (Michael Bogdan) views the creative aspect of education as the dialectic ability to surpass oneself. The Lifelong Integrated Education (Michiya Shimhori) On Learning Strategies for Lifelong Education (R. H. Dave) discusses styles for accomplishing the goals of lifelong education. The authors list of concept characteristics of lifelong education with their implications for school curriculum and a 62-item annotated bibliography are included.

Author: Dickinson, Gary

Title: TEACHING ADULTS

Publisher: New Press

City, State: Toronto, Ontario

Date: 1973 Pages Reviewed: 108

This book was written in an attempt to meet some of the learning needs of the part-time and or beginning adult education instructor. Four basic criteria were kept in mind in designing the self-instructional handbook:

1. The general principles presented should be applicable in a wide range of adult instructional settings.

2. A systematic treatment of adult learning, course planning, and instruction would provide a consistent framework and point of view for the part-time instructor.

3. Current research and theory would be readily understood by instructors lacking background of study in education if it were translated into practical terms.

4. Only material having direct usefulness to part-time instructors would be included so that the book will be relatively brief and concise.

The following topics were organized into self-directed learning experience with pre- and post-assessment for each: adult learning, the adult learner, course planning, instruction, and evaluation.

Author: Entine, Alan D. Source: ED 116 530

Title: MID-LIFE NEEDS: ASSESSMENTS AND RESPONSES

Publisher: Paper presented at the meeting on New Careers at Mid-Life Florida Technological University

City, State: Orlando, Florida

Date: May, 1975 Pages Reviewed: 13

The current economic outlook, including the prospectus of high unemployment rates, creates new objectives and new perspectives to the growing national phenomenon known as the mid-life career change. While institutions of higher education have adapted their programs and curriculum to meet adult educational needs and have responded to the changing vocational and personal needs of individuals in their middle and older years, what remains to be tackled is the adoption of the world of work to the work needs of those in mid-life and later life through:

1. enforcement of existing state and federal legislation;
2. education and public affairs programs that demonstrate that older people are good workers;
3. research into the relationship between aging and intelligence; and
4. new policies from government and the private sector that provide meaningful options for the individuals in middle years and older.

Author: Even, Mary Jane

Title: TRENDS AND ISSUES IN GRADUATE PROGRAMS IN ADULT EDUCATION

Publisher: Given at NAPSAE Commission of Professors

City: Chicago, Illinois

Date: 1975 Pages Reviewed: 7

A review of the history of adult education graduate programs and their recent spirit of growth reveals four areas of concern (trends). First, the content of courses seems to be returning to basic practical knowledge after an emphasis on knowledge without application. Secondly, diversity in the names of units governing adult education programs is rated. The issues surrounding these name changes are: public awareness of graduate programs, employability of graduates due to name given program and diversity of employable skills of graduates. The third concern is the relationship of programs of study to the job availability and placement. Younger students with less work experience may give rise to a need for a sound specialty basis for employability. The final concern deals with the philosophics of departments/units for degrees in adult education. The predominant philosophic stance centers on the dichotomy of basic content vs. process. It is feared that the issues of other more long-term educational units have been taken on philosophically. Perhaps a cooperative philosophy of adult education programs can be arrived at as a beginning to build on.

Author: Great Falls Public Schools Source: ED 134 842

Title: CAREER EDUCATION: COMMUNITY RESOURCE CENTER

City, State: Great Falls, Montana

Date: 1976 Pages Reviewed: 37

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were:

1. selection of a volunteer coordinator to direct the project
2. a survey of teachers to determine the need for a community resource center
3. compiling existing files of resource persons from such organizations as the YMCA, churches, service clubs, and others
4. establishing a filing system and operating procedures
5. recruiting community resource persons to fill indicated needs for speakers.

Topics discussed in this document include: center personnel, inservice programs, facilities, and funding. Appendixes include forms and materials used in the resource center.

Author: Guilfoy, Vivian M.; and Grothe, Mardell S.

Source: ED 135 997

Title: FACILITATING THE CAREER DEVELOPMENT OF HOME BASED ADULTS: THE HOME/COMMUNITY-BASED CAREER EDUCATION MODEL. FINAL REPORT. VOLUME I. THE MODEL: ITS NATURE,CONTEXT, AND PRODUCTS.

Sponsoring Agency: National Institute of Education, Washington, D.C.

Publisher: Educational Development Center, Inc.

City, State: Newton, Massachusetts

Date: January, 1976 Pages Reviewed: 123

This is the first volume of a three-volume report. It describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project's evolution.

The next section describes the major activities and accomplishments of each of the model's five major components:

1. Outreach, which used mass media and other approaches to attract clients,

2. Counseling, which provided career information, guidance, and referral by telephone using paraprofessional counselors,

3. The resource center, which collected and disseminated career-related materials for project staff, clients, and the community,

4. The information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and

5. Research and evaluation, which provided project staff with feedback about the clients and the operation of the program.

A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacted with the community including its role in local adaptation after the research and development phase.

Volume 2 presents research and evaluation findings with primary focus on the home-based adults who used the career counseling services (Source: ED 135 998). Volume 3 consists of appendixes. This includes project manuals, independent products, listing of films, occupational classification systems used, and data collecting instruments (Source: Ed 135 999).

Author: Harrington, Fred Harvey

Title: THE FUTURE OF ADULT EDUCATION

Publisher: Jossey-Bass Publishers

City, State: San Francisco, California

Date: 1977 Pages Reviewed: 238

The author reviews the history of adult education in America and its role in higher education; demonstrates its importance in society where lifelong learning has become a necessity; and provides information about the range of adult education activities. He discusses the problems and discriminations involved in on-campus credit programs and analyzes the new opportunities for adults in external degree programs and other forms of study. His recommendations for the future are:

1. American colleges and universities must recognize that educating adults is one of their fundamental responsibilities.

2. Colleges and universities should welcome adult men and women as degree students, on and off campus, part-time and full-time, in traditional and nontraditional programs; and while protecting standards the institutions should make the adjustments necessary to accommodate this clientele.

3. Colleges and universities should expand and improve their noncredit offerings in continuing professional education and liberal education for adults; they should encourage Americans to make better use of leisure time; and they should not hesitate to become involved in problem-solving action programs.

4. To make their work with adults effective, colleges and universities must provide more help for the disadvantaged; must strengthen the organizational structure of their institutions and support the development of adult education as a special field of study; and must do what is possible to improve the financial situation.

Author: Harrington, Pamela C. Source: ED 136 177

Title: PRESENTATION SUMMARY OF DECISION MAKING FOR LIFE CYCLES

Publisher: Paper presented at the Annual Meeting of the American Personnel and Guidance Association

City, State: Dallas, Texas

Date: March 6-9, 1977 Pages Reviewed: 12

This guide discusses the need for decision making expertise, and the steps to attain it. First, human beings are forever encountering the necessity to make choices, because they are constantly striving to adapt to their environment and to coexist with others. Second, there is an expectation that individuals will be independent. Third, psychological research has brought to the foreground literature introducing an adult development pattern.

The following steps should be taken in decision making:

1. identification of the problem;
2. identification of alternatives;
3. gathering of information;
4. evaluation; and,
5. selection.

Author: Heffernan, James M.; and others Source: ED 136 833

Title: EDUCATIONAL BROKERING: A NEW SERVICE FOR ADULT LEARNERS

Publisher: National Center for Educational Brokering

City, State: Syracuse, New York

Date: January, 1976 Pages Reviewed: 93

The emerging educational brokering service, functioning between adult learners and educational resources aims to help them find their way into formal postsecondary education via counseling, advocacy, assessment, and referral services. This monograph presents nine major issues concerning the education brokering services:

(1) definition and introduction,
(2) services,
(3) clients,
(4) staff,
(5) organizational structure,
(6) relationship with other institutions,
(7) reaching-out strategies,
(8) sources of funding,
(9) evaluation of the service.

Each chapter outlines current problems, reflections, and projected strategies pertaining to the discussed issue. A directory of brokering agencies and suggestions for using this monograph along with an inventory of developmental issues for further discussion are appended.

Author: Heun, Linga, et.al. Source ED 119 250

Title: MAXIMIZING INDIVIDUAL STUDENT LEARNING THROUGH COGNITIVE STYLE MAPPING

Publisher: A paper presented at the Annual Meeting of the Speech Communication Association

City, State: Houston, Texas

Date: December 27-30, 1975 Pages Reviewed: 21

Mapping the cognitive style of individual learners is one attempt to gain more precision and accountability in solving learning problems in education. Cognitive Style Mapping is a diagnostic procedure. It is designed to determine how people derive meaning from the world around them, specifically how individuals encode process, and decode meanings.

The Cognitive Style Map Instrument is primarily designed to measure the gain or growth of an individual's knowledge, learning skills or abilities, rather than measuring individual differences in relation to a group. The Cognitive Map Instrument can be modified to reflect learning skills and abilities for any of the roles a person plays (learner, teacher, administrator, parent, worker, leader, etc.).

Author: Hiemstra, Roger

Title: LIFELONG LEARNING

Publisher: Professional Educators Publications, Inc.

City, State: Lincoln, Nebraska

Date: 1976 Pages Reviewed: 114

The information in this book is an introduction to education and the adult learner. It presents the field of adult education and continuing education as a force in both the historical and current movement toward a lifelong learning society. Definitions of terms are included to help the novice.

The following areas are covered: the necessity for lifelong education; the societal role prescribed for and assumed by the adult and continuing education profession; the historical importance of adult and continuing education; the clientele being served by adult and continuing education; and a review of the various adult programs in the United States; a description of the professional educators who work with the various continuing education programs; the relationship between the American community and adult education; theoretical bases and research important to adult education; and the trends and projects related to society, higher education, and adult education.

The author points out that lifelong learning changes and forces have not been recognized very readily in colleges of education. Teachers and administrators frequently are taught that the school is an island to which people come for a predetermined amount of time, rather than viewing the school as one resource in an educative environment.

It is suggested that school people must think of themselves more as educators, instead of narrow specialists. Teacher education efforts must be aimed at more than the development of information transmittal skills. Teachers need to become more skilled as facilitators of and resources in the learning process. This will require that more attention be given to a discipline of learning where analysis and the capacity to acquire new knowledge as needed are addressed to the learning setting. The school, classroom, and community become learning resource centers and the teacher becomes a learning process consultant.

Some recommendations are:

If all teachers are to become effective in facilitation of life-long learning they must come to grips with the concept of education as something broader than K-12 schools.

A second change suggested here is related to pragmatic and economic need--teachers and educational administrators will need to be shown how better to make use of each community's total resources for education. Each teacher must learn how to use agency or individual expertise as supplementary and primary learning resources, how to help parents and children use community resources in solving problems, and how to develop curricula that helps students understand the relationships between subject matter and later on emerging lives in the community.

The third change involves helping each educator become skilled at facilitating education for people of all ages and backgrounds. These include groups such as: women, elderly, minority groups, handicapped, etc.

The new interest in non-traditional delivery systems and in the self-directed adult learner is also beginning to create new opportunities for educators.

Author: Houle, Cyril O.

Title: THE DESIGN OF EDUCATION

Publisher: Jossey-Bass Publishers

City, State: San Francisco, California

Date: 1976 Pages Reviewed: 323

Adult and continuing education is becoming the most broadly sponsored form of learning in the country. Universities, community colleges, schools, unions, industries, armed forces, and numerous other institutions have all expanded their services to adults. This book serves as a blueprint for planning, setting up, implementing, and evaluating adult education programs. The author's intent was to develop a practical/flexible system which can be applied to adult-education activities of any kind.

The system is in two parts:

First he classifies adult-learning situations into eleven specific categories. The 11 categories are:

INDIVIDUAL

1. An individual designs an activity for himself.
2. An individual or a group designs an activity for another individual.

GROUP

3. A group (with or without a continuing leader) designs an activity for itself.
4. A teacher or group of teachers designs an activity for, and often with, a group of students.
5. A committee designs an activity for a larger group.
6. Two or more groups design an activity which will enhance their combined programs or service.

INSTITUTION

7. A new institution is designed.
8. An institution designs an activity in a new format.
9. An institution designs a new activity in an established format.
10. Two or more institutions design an activity which will enhance their combined programs of service.

MASS

11. An individual, group, or institution designs an activity for a mass audience.

Second, he puts the plan into action by providing step-by-step procedures--a basic framework or model, applicable to all categories. The two parts make up a system which combines modern theory and practical procedures. The system presented here evolved over a quarter century of practice, teaching, discussion, reading, and reflection. The text of the system is straightforward. A glossary defines important terms. It is presented in alphabetical form and in an exposition which uses the key words in context. A bibliographic essay identifies some of the major published sources on which the argument relies.

Author: Ingalls, John D.

Title: A TRAINERS GUIDE TO ANDRAGOGY Contract: SRS-73-38

Publisher: U. S. Department of Health, Education, and Welfare

City, State: Washington, D.C.

Date: 1972 (Revised 1973) Pages Reviewed: 242

The revised edition of the trainer's guide was prepared in response to a need for a syllabus and training guide for the training of trainers. It contains twelve chapters: six in Part I which are devoted to an exposition of the fundamental concepts of Andragogy, and six in Part II which concentrate on various aspects of the development of experience required to conduct andragogical educational programs. Two of the chapters of Part II deal with the application of two major andragogical efforts--The Andragogy Workshop for the training of trainers, and an industrial organizational development program.

In the andragogical approach to education, the experience of adults is valued as a resource for learning. Andragogy (and this contains Trainers guide) abounds with "experiential" two-way and multidirectional techniques, such as suggestions for group discussion, simulation, and role playing, buzz groups, team designing, skill practice sessions, and so on. In this way, the experiences of all participants can be utilized as resources for learning.

Author: Jones, W. Ron

Title: FINDING COMMUNITY: A GUIDE TO COMMUNITY RESEARCH AND ACTION

Publisher: James E. Freel and Associates, Inc.

City, State: Cupertino, California

Date: 1971 Pages Reviewed: 217

This book approaches social problems with an acknowledged bias: the belief that poverty, social injustice and exploitation in our country are not conditions to be tolerated; that our society has institutionalized rather than relieved these conditions; and that these conditions can and should be remedied by action to change priorities and institutions. Each section of the book describes the issues and offers some startling point for local research and action.

Each of the sections of the book are divided into four parts: (1) Indictment, (2) Readings, (3) Community Research and Action, and (4) Alternatives. The indictments describe the problem. The readings provide documentation and serve as evidence. Some are reprints from national publications. Others come from radical research pamphlets or from local community publications. The research questions--some of which ask for subjective judgements rather than hard data--can be used to decide whether the conditions described in the indictments and readings exist in local communities. Recommendations are also included as a basis for constructive community action.

The following topics are discussed:

Food costs and food quality
Selling practices and credit abuse
Experiencing the welfare system
Corporate medicine may be hazardous to your health
Insuring the domestic tranquility
Grading education
The draft: Who selects? Who serves?
The welfare economy
Corporate America
Curing the environment

The section dealing with education would be of special interest to educators. Readings include: "How the Schools System is Rigged for Failure," by Paul Lauter and Florence Howe; "Once Upon a Time-A Fable

of Student Power," by Neil Postman; "A School Without Walls," the Philadelphia Parkway Program; and "Project One--An Alternative School and Community Experience."

Author: Karweit, Nancy Source: ED 136 753

Title: LIFE HISTORY DATA ON THE OCCUPATIONAL EFFECTS OF OBTAINING EDUCATIONAL CREDENTIALS THROUGH ALTERNATIVE ROUTES

Sponsoring Agency: National Institute of Education, Washington, D.C.

Publisher: John Hopkins University, Center for the Study of Social Organization

City, State: Baltimore, Maryland

Date: July, 1976 Pages Reviewed: 168

This project report describes the process used to convert the retrospective life history data collected in 1969 at the Center for Social Organization of Schools to a more usable form, the writing and testing of computer storage and retrieval programs for the data, and the initial interpretation of data relating to lifelong educational patterns of men.

Part I provides a description of the unique characteristics of life history data and an explanation of the logic behind the storage and retrieval system. Part 2 contains the documentation for the computer tape including descriptions of each of the 15 life history variables. Part 3 explains the use of the life history Sample Retrieval Program. Part 4 describes the rates, incidence, and duration of educational activities for men in the Life History Sample, including the relationships of relevant background factors and occupational patterns.

Author: Kidd, J. R.

Title: HOW ADULTS LEARN

Publisher: Association Press

City, State: New York, New York

Date: 1976, 4th printing Pages Reviewed: 318

Practitioners in adult education are continuing to search for better theory and improved practice in assisting all people in the improvement of learning. The emphasis is on learning during the years of adulthood. It is a thorough revision of the first edition published in 1959 and undertaken at the request of readers in many countries. The author has updated advances in the areas of learning theory; the effects of environment; sensory acuity, sensation and sensory process; intellectual capacities; motivation and attitude; transactional analysis; conditioning (behaviorism); training programs; group development; emotional climate; curriculum; the teacher as learner; and the responsibility of the adult educator.

The purpose of the book is to assist an inquiry by practitioners in adult education leading to the organization of a body of theory and experience to guide their practice. In addition to dealing with the adult learners--their personality, physical changes, intellectual development, and the role of motives and emotions in learning--the author deals with a description of a sample of a number of fields of practice where learning about learning is taking place. Attention is also given to the forms and arrangements for learning, how organization and administration may condition and modify learning.

Author: Kimborough, Ralph

Title: COMMUNITY EDUCATION: IMPLICATIONS FOR COLLEGIATE TEACHER EDUCATORS

Publisher: Journal of Teacher Education

Date: July-August 1977 Pages Reviewed: 25-27

Central to the developing concept of community education is that educators must furnish leadership for the education of all the people with the leaders of other institutions of the society. Knowledge of the institutional structures of communities is important in assuming this leadership role. The author feels that the education of teachers and other school personnel is moving closer to the basic concepts of anthropology and other social sciences than previously.

The author recommends that educators learn how to become community leaders and how to work with leaders of other institutions in providing greater educational opportunities for all the people. Major topics in a syllabus might be as follows.

A. Educators as leaders of an institutional sector in congruency with other institutional sectors
   1. Cultural bases and social structure of American communities
   2. Schools as political agencies

B. The dimensions of educational politics in the community
   1. Politics of the professions in education
   2. Politics of the bureaucracy
   3. Politics of the board of education
   4. Politics of the community

C. Understanding the power structure (decisional processes) of communities
   1. People having power in communities
   2. Typical processes used to make significant decisions and major groups involved.
   3. Alternative structures of power found among American communities
   4. Techniques used to study power structure
   5. How the practitioner can study and understand community politics.

D. The motivations of leaders and followers in the decision-making process
   1. Directions in which leaders and followers try to influence community policies
   2. Values of leaders

E. Alternative strategies that may be employed in moving communities

F. Strategy building for moving large complex political groups to support educational programs

The unit suggested should include more than reading material. It should include actual participation and hands-on study of actual communities. The author's idea for the unit is to get students out mingling with the real leaders in the community.

Author: Klevins, Chester

Title: MATERIALS AND METHODS IN ADULT EDUCATION

Publisher: Klevens Publications Inc.

City, State: Canoga Park, California

Date: 1972 Pages Reviewed: 373

Editorial and advisory boards were formed to collect relevant materials useful for practitioners of adult education. Writings, with emphasis toward adult education methods and materials, deal with the following general topics:

Basic Concept of Materials and Methods
Resume of Adult Education
Curriculum Development
The Context for a Relevant Curriculum
Planning for Instruction with Meaningful Objectives
Criteria for Judging Materials and Techniques: A Rationale
The GED in Adult Education
Increasing Individual Competence and Community Effectiveness
The Instructional Process
Theories of Adult Learning
Insights into the Nature of the Culturally Unique
The Human Relations Content of Teacher Training
Classroom Adjustments to Theories of Adult Learning
Individualized Instruction
Planning and Administering a Program for Veterans
New Aids to Learning
Educational Technology
Audiovisual Media
Applied Research Innovations and Ideas
Staff Development
Guidance and Counseling in ABE
A Proposed Rationale for the Use of Paraprofessionals
Join Your Organization
Use of ERIC and Other Adult Education Resources
Using Your Library as a Community Resource

Author: Klevins, Chester

Title: MATERIALS AND METHODS IN CONTINUING EDUCATION

Publisher: Klevens Publications, Inc.

City, State: New York, New York

Date: 1976 Pages Reviewed: 408

This book is a compilation of articles written by active continuing adult educators. The editor points out the need for adult education. According to recent studies prepared by the United States Office of Education, each adult person will be averaging four to five career changes in a lifetime; thereby, requiring continuous training and retraining to keep abreast of this ever-changing economic and social world. Authors of the articles in this book were asked to write on the following specified topics in their field of expertise:

Future of Adult and Continuing Education
Basic Concept of Materials and Methods in Continuing Education
History and Philosophy of Continuing Education
Continuing Education within the Department of Defense

PROGRAM DEVELOPMENT
Career Development--A Lifetime Process
Organizing and Using Advisory Committees
Women and Continuing Education
Educational Services for Handicapped
Community Needs Assessment
Life Skills
Inter-Agency Communication
Labor Education Growth and Development

CURRICULUM DEVELOPMENT
Developing Curriculum with the Culturally Unique
Civic Literacy
Performance Objectives
Task Analysis
Criteria for Selecting Materials
Working with Handicapped

TEACHING-LEARNING PROCESS
Contract Learning
A Learning Community

Adult Needs, Interests, and Motives
Motivational and Participation Patterns
Conceptual Approach to Teaching/Learning
Adult Learning Patterns
Counseling and Guidance
Peer Instruction
Self-Evaluation

AIDS TO LEARNING
Educational Technology
Adult Performance Level
The Basics Missing in ABE
Adult Learning Centers
Paraprofessional and Individualized Instruction
Language Experience--Reading
Evaluation of Mass Media
Libraries and Their Use

STAFF DEVELOPMENT
Human Relations
ERIC: New Vistas for Research
Self Evaluation--The Instructor
Competencies of an Excellent Practitioner
Counseling: A Systems Development
Role of Professional Organizations
Human Resource Developer
UNESCO Recommendations on the Development of Adult Education

Author: Knowles, Malcolm A.

Title: THE MODERN PRACTICE OF ADULT EDUCATION: ANDRAGOGY VERSUS PEDAGOGY

Publisher: Association Press

City, State: New York, New York

Date: 1970 Pages Reviewed: 384

The author presents his ideas in a framework with which the adult educator can compare and test his/her own ideas. The reader is encouraged to ask himself/herself questions. The questioning process or inquiry is organized into three parts:

Part I attempts to bring out certain assumptions about the emerging role and technology of adult education on which the rest of the book is based. This included the adult educators' mission as social practitioners, and what their role is becoming and must become in our changing society. The author also included a highly personal statement of a theory about adult learning labeled andragogy (the art and science of helping adults learn).

Part II constitutes a kind of "how to do it" manual for applying the principles of andragogy to the organization and administration of comprehensive programs for adult learning.

Part III traces the application of the same basic process of adult education to the designing and managing of particular learning activities in the andragogical spirit of helping adults learn, in contrast to the pedagogical spirit of how to teach adults.

This comprehensive text also includes many samples of actual adult programs and materials used effectively, illustrating the great variety in curricular offerings, interest groups, and adult learning levels.

Author: Knox, Alan B.

Title: ADULT DEVELOPMENT AND LEARNING

Publisher: Jossey-Bass Publishers

City, State: San Francisco, California

Date: 1977 Pages Reviewed: 677

This handbook provides a comprehensive overview of tested knowledge about adult development and learning. It would be useful to people who help adults adapt, learn, and grow. These practitioners include teachers, social workers, nurses, counselors, ministers, colleges and university administrators, and other group workers.

Practitioners may use the book in a variety of ways:

1. To help adults identify and cope with the problems and opportunities they are likely to confront by knowing when and under what circumstances change events are likely to occur during adulthood.

2. To estimate the duration and intensity of major adjustments that an adult may face and recognize the options available to the individual at these choice points.

3. To understand effective patterns of personal coping or adjustments.

4. To obtain a general overview of trends regarding stability and change during adulthood and understand the dynamics that produce these changes.

5. To check what is currently known about specific characteristics of adulthood and where more information can be found about them.

The book is organized around six major topics: the context for development; performance of adults in family, education, work, and community roles; the physical condition of adults; their personality; their learning of new competencies; and, finally, interrelationships among these several factors that affect adult functioning.

Some readers may use the book to help them gain a broader perspective in their own personal development. It may also appeal to students who are preparing themselves for careers in education and other helping professions.

Author: Knox, Alan B.

Title: ADULT DEVELOPMENT AND LEARNING: A HANDBOOK ON INDIVIDUAL GROWTH AND COMPETENCE IN THE ADULT YEARS

Publisher: Jossey-Bass, Inc.

City, State: San Francisco, California

Date: May, 1977 Pages Reviewed: 700

In this handbook, Knox synthesizes the findings from more than 1,000 studies of adult development and learnings and provides information from diverse fields in the biological, social, and behavioral sciences, including tested information about change and stability, the kinds of choices and adjustments that adults must make, and the situations where help or intervention may be needed. It describes the circumstances under which adults learn most effectively, the learning abilities that decline or increase with age, and how development and learning are affected by family roles, social activities, education, occupation, personality characteristics, and health.

Author: Leavengood, Lee Source: ED 136 181

Title: MID-LIFE COUNSELING: NEW DIMENSIONS IN THEORY AND PRACTICE. INNOVATIVE CONFERENCES TO MEET ADULT NEEDS

Publisher: Paper was presented at the Annual Convention of the National Association of Student Personnel Administrators

City, State: Atlanta, Georgia

Date: 1977 Pages Reviewed: 10

This paper summarizes seven innovative conferences designed to meet the educational and career counseling needs of adults. The conference was developed at an urban state university and can be adapted to and adopted by community colleges, private colleges and other universities. The purpose of the conference was:

1. To give educational and career information and encouragement to adults,

2. To give information to state personnel working with adults in community colleges and other state universities,

3. To give education and career information to individuals in policy making positions in industry, labor, education, and government.

Author: Long, Huey B.; and Ulmer, Curtis

Title: THE PHYSIOLOGY OF AGING: HOW IT AFFECTS LEARNING

Publisher: Prentice-Hall, Inc.

City, State: Englewood Cliffs, New Jersey

Date: 1972 Pages Reviewed: 48

This booklet is designed to examine physiological changes that affect the senses; examine physiological changes to the muscular-skeletal system and discuss health and age; and to look at programming areas and instructional procedures that may mitigate the negative impact of physiological changes.

The programming implications presented by the physiological changes that appear to accompany progressive chronological aging include three areas of concern: content, schedule, and location. The relative lack of participation in adult education activities by older individuals (over 65) indicate that this area of concern may present a challenge to the administrator and/or teacher.

Author: MacDonald, James B.; and Zaret, Esther (Co-Editors)

Title: SCHOOLS IN SEARCH OF MEANING

Publisher: Association for Supervision and Curriculum Development

City, State: Washington, D.C.

Date: 1975 Pages Reviewed: 184

The essays presented here are the product of an Association for Supervision and Curriculum Development "think tank" in which six persons searched for meaning not only for schools but for themselves in relation to schools. The section which establishes context discusses the history of criticism of the American school that has tended to swing between two poles, focusing either on something wrong with the schools or something wrong with society. The following fundamental issues are raised by the authors: human realtionships of schools, the major and unique functions of education and society, the interests of specific groups, mechanisms of domination, present contradictions, and potential partnerships and alliances in the common tasks of restructuring society and schooling.

The following issues are discussed:

1. Dwayne Huebner points out that there are hidden means through which schools provide a setting to control other individuals. Examples of limitations placed on possibilities for children within the school are cited.

2. Esther Zaret analyzes the problem of women and schooling. The author deals with 4 aspects of the problem: women's new consciousness and the old realities; the school as a repressive force in women's lives; the role of the feminist educator as an agent of transition; and a conception of education as liberating rather than dominating.

3. William Burton's essay is a satirical commentary on the raw stuff that goes into the everyday life of the school.

4. The contradiction between the professed ideals of the school and the quality of life in everyday practice is discussed by James MacDonald.

5. Michael Apple challenges school people to take up the torch of advocacy of student's rights. He cites examples of how the labeling of students is practiced by school people toward those who are different:

poorly motivated, slow learner, underachiever, for example. Schools appear to adhere to past perspectives and concern for efficiency above the importance of the personal lives of the students.

6. The concluding section of the book outlines actions to be taken. A possible agenda for action for any public school educator is as follows:

a. Develop a core of three to four of the most progressive teachers, initially for the purpose of studying your school from the point of view of whose interests are expressed in the program. For example, begin to examine such data as the relative variance in achievement of lower class and other children.

b. Encourage the most progressive students you know to form a group to study and prepare a report upon the presence and/or absence of democracy for students in the school.

c. As the study on dominant class interests progresses, bring your findings to the most progressive parents, and expand your core group to include these parents.

d. Bring back your work to the attention of educators in other schools in the area through the teachers union and other professional organizations. Plan to compare findings.

e. When investigation at several schools in the area is sufficiently advanced to do so confidently, begin to expose the class content and context of your school program publicly.

f. Through parents, enlist the help of both community people and members of working class organizations, and establish curriculum committees specifically to develop curriculum based on the interest of the broad community of the working class.

g. Establish close links between the developing organization and developing student organizations, school board, and other public meetings.

h. Develop close links between your organization and working class and community organizations to which parents in your school area belong.

i. Establish an area-wide committee of teachers to investigate and report upon the wage structure of teachers and the situation with regard to their democratic rights.

j. Establish an area-wide committee, composed of teachers, students, parents, and representatives of progressive community, working class, national minority, and women's organizations to coordinate plans for putting forward demands for democracy for staff and

students in the schools; for a curriculum based on the interests of the dominated groups in society; for the linking of students' education directly and practically to the struggle for liberation; and for protection of the living standards and democratic rights of teachers.

Author: MacKenzie, Norman; Postgate, Richmond; and Scupham, John

Title: OPEN LEARNING

Publisher: The Unesco Press

City, State: Paris, France

Date: 1975 Pages Reviewed: 498

In 1973, the Center for Educational Technology at the University of Sussex (United Kingdom) undertook, with the support of Unesco and the Ford Foundation, a project devoted to Open Learning Systems at post-secondary level involving the use of modern media.

The authors discuss the significant growth of interest in Open Learning Systems as an alternative to formal, full-time study in post-secondary education. Such systems are designed to offer opportunities for part-time study, for learning at a distance and for innovations in the curriculum. The success of the Open University in the United Kingdom has given an impetus to developments of this kind. However, that is only one model. The 17 case studies in this book represent other forms of open admissions, and new methods of reaching part-time or remote students, or of satisfying special groups in need of additional training or education. Each case study is preceded by a lengthy analytical survey of the subject.

The introductory sections of the book deal with perspectives relating to open learning systems, education issues, the impact of communications technology, innovations, and planning, The second section deals with the students, research and evaluation, curriculum, choice of media, the use of broadcasting, and other problems and practice relating to open learning systems.

The authors consider the educational and social pressures which have induced public and private institutions to move in this direction and draw attention to some important common characteristics. The Open Learning Systems are intended to allow access to more sections of the adult population, to enable students to compensate for lost opportunities in the past or to acquire new skills for the future. Open Learning system aims to redress social or educational inequality and to offer opportunities not provided by conventional colleges.

Some of the topics discussed in the case studies dealt with the following: improving skills of remote teachers in Canada; part-time higher education using radio in Federal Republic of Germany; open learning in Japan; teachers for refugees in Lebanon; the Television Agricultural High School in Poland; correspondence education in the

Soviet Union; and open learning systems in the United States. Those represented were: the Empire State College, New York; The Minnesota Metropolitan State College, Minneapolis/St. Paul; and the Community College of Vermont. A general bibloigraphy and list of reference works is also included.

Author: Mager, Robert F.

Title: GOAL ANALYSIS

Publisher: Fearon Publishers

City, State: Belmont, California

Date: 1972 Pages Reviewed: 139

The goal of this book is to help the educator know when and how to do a goal analysis. The goal of knowing when and how to do a goal analysis is that of being able to identify statements that describe abstractions and those that describe performances. Having identified a goal, performances need to be described to represent the meaning of the goal. This is a helpful, humorous aid for teachers. Goal analysis is a procedure useful in helping to describe the meaning of the goals teachers hope to achieve, whether these goals deal with attitudes, appreciations, or understandings.

The author states his purpose:

> The sole purpose of the goal analysis is to help you understand your own intents better so that you will be able to make better decisions toward their achievement and be able to recognize progress and success.

Author: Melby, Ernest O.

Title: EPILOGUE: BROAD CHALLENGES

Publisher: Journal of Teacher Education

Date: July-August 1977 Pages Reviewed: 41-43

One of the greatest contributions of community education is to reveal the weakness of American school-centered education, to portray the magnitude of the national challenge, and to make both public and the school aware of the vast resources for education in every community.

In discussing adult versus community education, the author stresses that adult education is for adults. Community education is for all. The best thing that could be done for adult-lifelong education would be to conduct the education of children and youth so that, as they grow older, they would become more curious and eager to learn.

In discussing the involvement of business and professional people in education, the author points out the need to unlock the school during the day so children and teachers could get out to learn in the laboratory of the community. It is here that he sees the synergy in community education. That is, educating parents makes them better educators of children. Improving housing, nutrition, and health makes children better learners. The improvement in each element in life increases the effect of the other elements.

Author: Miller, Harry G.; and Holden, John B. Source: 114 668

Title: CAREER IMPROVEMENT AND SATISFACTION: INITIATING A POSITIVE SELF-PERSPECTIVE

Publisher: Southern Illinois University

City, State: Carbondale, Illinois

Date: 1975 Pages Reveiwed: 28

This self-instructional program of learning activities is designed for classroom use with both employed and job-seeking adult basic and general adult education students. Overall objectives include:

1. reviewing and developing work incentives for an occupation described in a work history,

2. considering the relationship between job satisfaction and job productivity,

3. examining factors which contribute to developing and maintaining a positive self-perspective towards work and self, and

4. establishing a self-improvement career plan.

An indepth case history of an individual work life is initially introduced and followed up with various related learning activities in which participants work individually, with other individuals, and within small and large groups.

Author: Miller, Paul A. Source: ED 112 281

Title: WILL THERE BE TIME FOR DREAMS?

Publisher: Paper presented at the National Adult Education Conference

City, State: Bar Harbor, Florida

Date: November 6, 1974 Pages Reviewed: 16

Changing concepts of work and leisure influence each other and are presenting education with a new complex of demands. The arbitrary divisions of a life into periods of education, work, and leisure impose related problems, both on institutions charged with preparation and certification and on the individual who meets these divisions with growing skepticism. The job of continuing education is to bring to bear a new perspective on the interrelationships of learning, work, and leisure. It must help to articulate and meet the rising need for a wide variety of adult educational experiences.

Author: Mills, Earl and Wood, Duane R.

Title: OPTIMIZING LEARNING THROUGH EFFECTIVE MANAGEMENT

Publisher: Central Michigan University, Mount Pleasant Institution for Personal and Career Development

City, State: Mount Pleasant, Michigan

Date: 1974 Pages Reviewed: 14

A model of an instructional program which uses principles of effective management to optimize learning for adult learners is described. The model is a result of the authors' work with the Institution for Personal and Career Development which is responsible for the external degree program of Central Michigan University. Most adult learners have limited time available to attend class meetings; however, this time factor becomes far less crucial and learning and instruction can be efficient and effective if these individuals can acquire the basic concepts and principles of the course prior to the group sessions. For this purpose learning packages and various mediated materials are used which include diagnosis of pre-instructional knowledge, behavioral objectives self-pacing and self-diagnostic tests with immediate feed back. Intensive schedules are used for class sessions at which time the professor can assist the students to apply, synthesize, and evaluate the concepts and principles from them. The professor develops the hierarchy of objectives and acts as the resource person. The student gains additional insight by assuming greater responsibility for an enriching learning experience.

Author: Minnesota State Planning Agency Source: ED 136 001

Title: ALTERNATIVES FOR LIFELONG LEARNING IN MINNESOTA: THE NONFORMAL EDUCATIONAL SECTOR. SUMMARY REPORT.

City, State: St. Paul, Minnesota

Date: December, 1976 Pages Reviewed: 46

The Minnesota State Planning Agency conducted a study in 4 counties to determine the nature and extent of educational programs designed for people who have completed secondary education and which are offered by any institution or agency outside the traditional postsecondary institutional sector. Further, the study was designed to identify and describe the major educational networks providing such educational programs. Findings showed that of the over 23,321 people who were served in 460 different educational offerings lasting 3 hours or longer and of an occupational and educational nature, most lived near the cities of St. Cloud and Buffalo, were between the ages of 22 and 45, were female (approximately 75%), possessed a high school diploma, had some post-secondary education or training, and belonged to the middle socio-economic group. A discussion of the general implications of the findings is included.

Author: Minzey, Jack D.; and LeTarte, Clyde E.

Title: COMMUNITY EDUCATION: FROM PROGRAM TO PROCESS

Publisher: Pendell Publishing Company

City, State: Midland, Michigan

Date: 1972 Pages Reviewed: 275

In this comprehensive guide, the authors define community education as a dynamic educational concept. The authors proceed from the basic premise that "program" is used to describe specific activities, while "process" deals with involvement and action. A variety of programs are then outlined and discussed.

The details of the community process are described fully. Special emphasis is given to economic considerations and a final section paints a picture of the future of Community Education.

This book will be useful for classroom teachers, practitioners in the field, students, parents and has much to offer to all segments of the community interested in improving itself.

Authors: Minzey, Jack D. and LeTarte, Clyde E.

Title: COMMUNITY EDUCATION--WHERE TO NOW?

Publisher: JOURNAL OF TEACHER EDUCATION

Date: July-August 1977 Pages Reviewed: 28-31

The authors give a brief historical review of community education. To some the tradition goes back over half a century to Henry Bernard, Joseph K. Hart, and John Dewey. To others it emerged in the last 20-30 years. Whatever the perception, it is important to realize the the concept of community education has changed. With the addition of the process component as a major component, community education as a philosophy began to take shape.

The authors point out that in some ways the community education concept suggests a return to a role established in earlier, less complex times. The school is viewed as the educative center of the community and the citizens within that community are to be actively involved in it and with it.

A school district which commits itself to community education and the community school would accept the following responsibilities:

1. Providing varied and expanded learning opportunities for school age children.

2. Assuring adult educational opportunities.

3. Expanded utilization of school facilities

4. Leadership in community development and coordination of community services.

The authors project that community education has the potential for a major impact upon society. It provides broadened opportunities for pursuing an enriched life through educational, cultural, and recreational pursuits.

What will be the new roles for educators? For the public school administrator, a broadened student population to serve and an expanded staff to provide these services will require new skills and a different utilization of time. Teachers will be required to use the community as a resource and laboratory. Colleges and universities will also be required to modify in the Colleges of Education to prepare those entering teaching to work within this revised structure. Guidance must consider the broadened role of counseling adults as well as youth.

State Departments of Education must also assume new responsibilities. This will take the form of new financial support, expanded technical assistance, and revised expectations as to what a school district is funded to accomplish.

If educators become defensive and traditional, other agencies will move to provide this same service. Should this occur, education will accept a continually decreasing role in the society.

Author: Morgan, Barton; Holmer, Glenn E.; and Bundy, Clarence E.

Title: METHODS IN ADULT EDUCATION, 3rd edition

Publisher: The Interstate Printers and Publishers, Inc.

City, State: Danville, Illinois

Date: 1976 Pages Reviewed: 282

This book will be helpful to persons preparing to teach adults and those already on the job. It should be useful to teachers of adults in the public schools, to extension workers, to librarians, to YMCA and YWCA instructors, to church leaders, to instructors of labor groups, to instructors in industries, and to all others who are trying to help adults acquire new skills, understandings, and attitudes.

The topics covered include:

Adult learning
Principles of adult education
Stimulating participation in adult education
Selecting methods in adult education
Choosing the type of meeting (conference, workshop, lecture series, open discussion, for example)
Formal or stage presentations--common forms
Discussion methods
Special discussion techniques
Sensitivity training
Demonstration methods
Conducting field trips and tours
Audio-visual aids in adult education
Written communications in adult education
Evaluation
History and predictions for the future

Author: Mushkin, Selma J., Editor

Title: RECURRENT EDUCATION

Publisher: National Institute of Education, U. S. Department of Health, Education, and Welfare

City, State: Washington, D.C.

Date: 1973 Pages Reviewed: 344

This volume--and the Conference held by the Public Services Laboratory of Georgetown University in Spring 1973 from which the papers printed here are drawn--represents one product of the continuing search for new educational alternatives. The Conference was the first major meeting on recurrent education to be held in the United States. The Conference brought together for the first time scholars working on a strategy for lifelong learning within the Center for Education Reform and Innovation and those doing independent research on flexible working-life styles; those involved with recurrent education efforts in the Council of Europe and Organization for Economic Cooperation and Development;and those engaged in the preparation of a proposed International Labor Office resolution calling for paid leave to pursue one's education.

The Conference was structured around a multifaceted examination of recurrent education as a system starting at the completion of one's formal compulsory school and continuing throughout the remainder of a person's active life.

The topics covered in this volume included:

The Social Considerations of Recurrent Education
Recurrent Education--The Issues
Recurrent Education General Policy Options and Objectives
Restructuring Education and its Timing
The Further Education and Training Scheme
Some Thoughts on Adult Education and the Public Library
Demand for Recurrent Education
Recurrent Education--More Equity or Less
Intergenerational Inequality and Recurrent Education: The Case of Sweden
Equity and Efficiency Considerations in Recurrent Education
Recurrent Education for Women
Educational Planning for Mature Women
Towards Flexibility in Working Life
Local and Regional Centers for Recurrent Education: Yugoslav Experience and Orientation

Labor-Management Policies on Educational Opportunity
Impact of Trade Union Education Efforts on Recurrent Education
Industrial Experiences in Middle Management Training
Labor Market Improvement and Economic Trade-offs
Educational Leave and Sources of Funding
Financial Options and Structural Requirements
French Policy on Continuing Education
U.S. Public Policy and the Evolutionary Adaptability of Post-secondary Education
Income Contingent Loans for Recurring Education
Agenda for Research: A Summary Analysis

Recurrent education is a response to trends in Europe. It comes from a realization that the vast growth of education of the last 30 years is failing in part to meet its objectives. Based on something like the civilian GI Bill of Rights, it would give young people the option of leaving the educational system without sacrificing forever the right to higher education. More equity, more relevance, more realistic and open patterns of development for many young people and more opportunities for adults to return to education are the advantages its proponents see.

Author: National Advisory Council on Adult Education

Title: A TARGET POPULATION IN ADULT EDUCATION: ECONOMIC PERSPECTIVES AND PROSPECTS, A FOCUS ON THE CLIENT STATE DEMOGRAPHIC DATA

Publisher: United States Government Printing Office

City, State: Washington, D.C.

Date: November 1974 Pages Reviewed: 157

The Adult Education Target Population is the identification given by the Research Committee of the National Advisory Council on Adult Education to the 54-1/3 million adults in the United States who are 16 years of age and older, not enrolled in school, and who have not completed their high school education. The Target Population concept was developed by the Research Committee of the Council. In 1971, the Research Committee began to focus on the vast problems of delivering needed educational services to that segment of the adult population who were at least 16 years old, had not completed high school, and which little, if any, effort had been made to reach.

This report is unique in that the section entitled "Economic Perspectives and Prospects" examines the Target Population from the vantage point of the discipline of Economics. Observations are made and projections deduced as certain factors of Economics are applied as an overlay on selected characteristics of the Target Population. This is the first for this type of perspective viewing of Adult Education effects and projections.

In this report, the Council's Research Committee supplied data on recent Federal programs in Adult Education being provided to the Target Population. This data is then related to individual state activity and is treated in the section "A Focus on the Client." Data in this section were synthesized from State reports and reflect the programmatic and financial aspects as reported. An attempt was made to tie this program data to the Economic overlay.

Recommendations are made at appropriate places throughout the report. The recommendations are the result of synthesizing the data obtained in preparing the report and reflect the philosophy and policy of the Council.

Title: THE SECOND TREASURY OF TECHNIQUES FOR TEACHING ADULTS

Publisher: National Association for Public Continuing and Adult Education

City, State: Washington, D.C.

Date: 1970 Pages Reviewed: 50

Since the first Treasury of Techniques for Teaching Adults was published in 1964, federal funds have been appropriated for adult education classes, first with adult basic education, through the Economic Opportunity Act of 1964, and subsequently for adult high school education in 1970. As a result of this legislation, new programs are being implemented throughout the country. Research was also carried out to determine what the educationally disadvantaged and handicapped need to be taught. From these activities, it was learned that many approaches for the disadvantaged adults work just as well with adult students at all levels who are learning a wide variety of subjects and skills.

Some of the techniques--programmed instruction, students teaching other students, individualization of instruction--are described in this booklet. These techniques have worked in many situations. They are written to help the practitioner develop more effective teaching methods to suit his/her particular learning setting.

Title: TESTED TECHNIQUES FOR TEACHERS OF ADULTS

Publisher: National Association for Public Continuing and Adult Education

City, State: Washington, D.C.

Date: 1972 Pages Reviewed: 53

For twelve years, NAPCAE has attempted, through publication of a monthly newsletter called Techniques, to offer to the teacher of adults suggestions for involving adult students in a variety of meaningful and creative learning activities. With the emergence of new teaching approaches and with the current focus on dealing with important social issues in the classroom, the NAPCAE Publications Committee decided to review and select ten of the most popular and helpful issues of Techniques which have been published in the past several years and to include them in this publication. Practical suggestions for the practitioner are included in the following ten topic areas entitled:

(1) Teaching Adults Is Different . . . Or Is It?
(2) Underpriviledged--Or Underestimated?
(3) Planning Is Suddenly the "In" Thing.
(4) Helping Your Students Develop Self-Confidence.
(5) Reading Is Basic.
(6) Learning Is an Active Verb.
(7) Are You Fostering "Non-Think"?
(8) Once More--With Feeling.
(9) Everybody Has A Message.
(10) Replenish Your Idea Bank.

Author: Nelson, Valeria I.; and others Source: ED 135 995

Title: ADULT CAREER EDUCATION AS AN INTERVENTION STRATEGY IN MID-CAREER CRISIS

Sponsoring Agency: University Consultants, Inc.

City, State: Cambridge, Massachusetts

Date: 1975 Pages Reviewed: 87

Based on a review of the literature on mid-career crisis and various intervention strategies currently available, a strategy and role of adult career education was developed and priorities and highlights of a research and development strategy were suggested for the National Institute of Education.

Some of the conclusions which emerged are these:

1. A mid-career crisis can be defined as a crisis of re-employment and possible forced mid-life change of career. This crisis can be precipitated by an unexpected loss of work and a shortage of jobs in the local area which utilize the skills of the individual.

2. The literature and data on mid-career crisis are inadequate in several key respects. In particular, minimal data exist on the affected population or its numbers, or on the long-term effects of the crisis.

3. A mid-career crisis will for most workers entail short-term economic and associated psychological disruption, unless we commit ourselves to a European solution of substantial income support and long term education for the worker.

Author: Niemi, John A.

Title: MASS MEDIA AND ADULT EDUCATION

Publisher: Educational Technology Publications

City, State: Englewood Cliffs, New Jersey

Date: 1971 Pages Reviewed: 124

This collection of papers was assembled to acquaint the reader with important developments affecting the use of the mass media in adult education. Contributions are from American, British, and Canadian writers. Dr. George Gordon, Hofstra University, accuses educators of lacking imagination in their whole approach to adult education, especially in their use of the media. Dr. Robert A. Carlson, University of Saskatchewan, supports Gordon's view in his history of educational television in the United States.

Dr. John A. Niemi, University of British Columbia, voices concern over helping the adult educator to use the mass media effectively. Professor Charles A. Wedemeyer, University of Wisconsin, argues for a systems approach in applying media and technology of instruction. Dr. John F. Ohlinger, Ohio State University, praises the rediscovery of listening groups, with their emphasis on adults as active participants. Dr. Jack Everly, University of Illinois, sees the increasing emphasis on cost-benefit analysis as a spur to adult educators to develop a clear rationale and procedure for evaluating their programs. Walter James, Open University of the United Kingdom, discusses the unique partnership that has grown between the University and the B.B.C. As a result, academics and mass-media personnel work closely together.

Dorothy Todd Henaut, National Film Board of Canada, praises the dramatic changes made in several communities following visits from Film Board personnel. By introducing films and video tapes into the communities, they persuaded people to communicate freely and to seek their own solutions to local problems.

Author: Olsen, Edward G.

Title: TEACHER'S ROLE IN LIFE-CENTERING THE CURRICULUM

Publisher: Journal of Teacher Education

Date: July-August 1977 Pages Reviewed: 17-18

The author makes the following suggestions to teachers:

1. Accept for yourself the central goal of community education: to improve the quality of living. Ask yourself: What competencies must my students possess or develop in order to become as far as possible well-rounded, efficient, and ethical participators in the ongoing life of the community?

2. Focus your instruction directly upon the life concerns of your students and of society today and tomorrow.

3. Utilize varied community resources for effective, functional learning. When subject skills are taught in immediate relation to the learner's life concerns as experienced in the community, motivation for mastering the "basics" is increased.

4. Participate in community organizations concerned about better education.

5. Help organize a community education coordinating council.

6. Lead in developing or expanding a community resources and school resources data bank. This requires systematic surveying, cataloging, and publicizing discovered resources persons, field trips, work experiences, camping, and service project opportunities that are available.

Author: Olsen, Edward G., and Clark, Phillip A.

Title: LIFE-CENTERING EDUCATION

Publishers: Pendell Publishing Company

City, State: Midland, Michigan

Date: 1977 Pages Reviewed: 201

The authors propose a functional plan for sequential, cumulative and realistic individual and group learning experience. A life-centered curriculum is based upon enduring life concerns and related problems of living. The authors believe that with the discipline subjects as resource areas and with personal interests as motivators, this emerging approach to the issue of effective curriculum framework is the best hope for creating truly functional education as a process and a program.

The book is introduced with a comprehensive history and critique of the community education movement. To the authors, the community school was a substantial step toward life-like education. The authors see community education as a philosophic concept which can be put into actual operation. Its purpose is to serve the entire community and the larger society. It necessitates involvement by community members and the opportunity for citizens to participate in learning experiences based upon wants and needs. The authors take community educators to task for not sufficiently emphasizing the importance of a life-centered curriculum. The community education movement will not achieve its high goals unless it stresses a more meaningful curriculum; thus, the rationale for the life centered curriculum is set forth.

The authors include a workable process of change through education leadership and carefully describe the various roles which school and community leaders can play in moving toward a functional curriculum. The basic life-concern activities are set forth as follows:

Securing food and shelter
Protecting life and health
Controlling the environment
Utilizing leisure time
Communicating ideas and feelings
Adjusting to other people
Satisfying sexual desires
Enriching family living
Rearing children

Securing education
Sharing in citizenship
Enjoying beauty
Appreciating the past
Meeting religious needs
Finding personal identity
Adjusting to change
Growing old, facing death

The authors contend that this functions-of-living curriculum helps people deal with the social problems which grow out of major life activities. Rooted in such life concerns are contemporary issues such as the problems of environmental degradation, overpopulation, malnutrition, disease, etc. The author's views are consonant with the community education movement which succeeded the overly child-centered progressivism which they consider inadequate. Paramount is a deep concern for dealing with the social realities of the times.

Author: Perry, Walter

Title: THE OPEN UNIVERSITY

Publisher: Jossey-Bass Publishers

City, State: San Francisco, California

Date: 1977 Pages Reviewed: 298

Walter Perry, the first and present chief administrative officer of the Open University, gives a comprehensive account of this innovative institution. The original concept of the Open University was a degree-giving institution equal in academic standard to any other in the United Kingdom, which would teach adults at home by correspondence and by such media as radio and television. Before this vision could be realized, opposition from politicians and academics from established universities had to be overcome. After six years in full operation, the university had over 50,000 registered students and has produced over 15,000 graduates.

This is Walter Perry's personal account of his involvement in the creation and development of the university and is an inspiring lesson on how nontraditional approaches in higher education can be successfully launched. As age and ability range of student bodies is broadened, leaders of adult programs would be interested in the following questions addressed by the author:

1. In following a policy of completely open admission, how can the academic deficiences of some students best be remedied?

2. What principles should a faculty use in designing a high-level course distinctively for adults?

3. In multimedia instruction, how can faculty members and technical experts work most effectively together?

4. Should an external baccalaureate program impose a minimum age for enrollment?

5. What are the values of an extended initiatory experience for students embarking on a long and rigorous program? How can such an experience be best designed?

6. How can creative staff members be prevented from settling into established routines?

7. How can costly innovative program materials be kept up to date?

8. Should independent study systems allow each student to work at his or her own rate, or should performance deadlines be established?

9. How can institutions determine in advance how many adult students will be attracted to a major new program?

10. How can the results of student achievement in an innovative program be best assessed?

11. In programs that place great emphasis on teaching, how can the research interests of the academic staff be fostered?

12. How can advance standing in a degree program be given to students who have already achieved some of its learning goals by other means?

The author deals with these questions by presenting the range of alternatives considered by him and his staff, indicates the one chosen and why, and describes the results of the decision.

Author: Peebles, James D. Source: ED 113 529

Title: ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL TEACHER COMPETENCY INVENTORY: UTAH STUDY

Sponsoring Agency: Office of Education, Washington, D. C., and Utah State Board of Education, Salt Lake City, Utah

Publisher: Missouri University, Kansas City, Center for Resource Development in Adult Education

City, State: Kansas City, Missouri

Date: September, 1975 Pages Reviewed: 56

This survey was conducted to determine patterns of instructional needs as perceived by adult basic education and adult high school teachers. The report attempts to answer three questions: from a broad array of possible instructional competencies, which competencies do teachers (1) perceive as being of the highest priority? (2) feel they have the greatest ability to perform? (3) rate highest in priority and lowest in their ability to perform? The population surveyed consisted of 69 ABE teachers and 186 AHS teachers employed in Utah. A majority of the teachers did not respond: respondents were the most experienced teachers.

The survey instrument, the Adult Basic Education Competency Inventory (revised October 1974) consisting of 170 statements of teacher competency previously established and validated, is appended. Teachers were asked to indicate the degree to which a teacher should be able to perform, each competency. These are among the findings: ABE teachers felt most competent in those areas which they gave highest priority; the area of highest need was mathematics instruction. AHS teachers agreed widely on their abilities and on most-valued competencies; math and reading competencies showed great differences between "should" and "able to" statements.

Author: Rappole, George H. Source: ED 136 852

Title: AN OVERVIEW OF THE COMMUNITY COLLEGE PROGRAMS FOR ELDERLY TEXANS. COMMUNITY SERVICE REPORT NUMBER 6.

Sponsoring Agency: Texas College and University System, Austin, Coordinating Board, Texas Governor's Committee of Aging

Publisher: North Texas State University

City, State: Denton, Texas

Date: 1976 Pages Reviewed: 24

The college program for elderly Texans embodies a wide variety of activities, such as classroom studies, informational lectures, transportation, counseling, and group meetings, which are intended to overcome or ameliorate the social isolation of the elderly. The majority of the programs at each of the 16 participating community colleges fit into those activities classified as recreational, social, or cultural, with the most popular being those involving arts and crafts. In addition to serving the needs of the elderly, it is noted that the various programs have heightened the awareness of the public with regard to the activities available for the elderly. While the program was initially established as a demonstration, it has become a permanent program at many of the colleges.

Author: Rauch, David A.

Title: PRIORITIES IN ADULT EDUCATION

Publisher: The MacMillan Company

City, State: New York, New York

Date: 1972 Pages Reviewed: 241

This is a publication of the Adult Education Association of the United States of America. The Association is called by professionals in the field the "umbrella" organization for everyone involved in thinking about education for adults. Eight prominent adult educators were selected to write the chapters of this book. The aim of these chapters is to give adult education practitioners direct and practical help. The following general areas are covered:

1. New priorities for adult education.
2. The needs of people and the needs of their communities.
3. The functioning of boards and committees in adult education.
4. Volunteer and professional: the role of adult education.
5. Getting your adult education program started.
6. Adult education projects in small group settings.
7. Planning conferences, seminars, and workshops for large groups of adults.
8. The public relations factor in planning successful adult education ventures.

This book offers guidelines on what to do from program inception through final evaluation and will serve as a useful reference tool and guide in creating and maintaining successful continuing education projects.

Author: Robison, Kathleen; and Canfield, Allan L. Source: ED 110 629

Title: TOWARD AN ADULT LEARNER PROFILE: AN ADMINISTRATIVE REPORT

Publisher: State University of New York, Division of Continuing Education

City, State: Buffalo, New York

Date: June, 1975 Pages Reviewed: 23

This report describes a statistical study of persons in credit-free programs at the State University of New York at Buffalo. Designed to develop a survey instrument for determining an adult learner profile the study was conducted among the 1,486 persons registered in such programs in the fall of 1974 (of whom 676 responded to the written questionnaire), a group analyzed to be highly representative of the sample universe. The study determined that in the sample: most students were white, most were 30-39 years old, most were married, and the median highest level of education was three to four years of college. Regarding student involvement with the credit-free program, the study determined that most students obtained information through brochures mailed to their homes. Most students considered course topic as their prime consideration in course selection; although time of class meeting was of secondary importance, most students preferred weekday evenings. Of much less significance were location, transportation, and baby-sitter availability.

Author: Ruud, Josephine B.; and Hall, Olive A.

Title: ADULT EDUCATION FOR HOME AND FAMILY LIFE

Publisher: John Wiley & Sons, Inc.

City, State: New York, New York

Date: 1974 Pages Reviewed: 249

The focus of this book is on education for home and family life, one of the important objectives of adult education. The book is intended for college seniors and graduate students seeking an understanding of adult education and for practitioners who are conducting some aspect of an adult program.

Part I introduces the nature of adult education. Basic principles of successful program planning are developed in Part II, followed by the suggested adaptations for specific target audiences in Part III. A major factor in successful programs is the involvement of the participants. Many of the ways to achieve this involvement are presented in Part IV.

The suggestions in this book are given to meet the needs and interests of a variety of adult audiences--middle-aged, low-income families, the elderly, parents, suburban homemakers, and more. Procedures and practices of programming for these audiences emphasize informal teaching and learning so the adult learners are involved in the stages of the process.

Author: Sandburg, John; and Weaver, Donald

Title: TEACHERS AS COMMUNITY EDUCATORS: TRAINING IN TEACHER EDUCATION COLLEGES

Publisher: Journal of Teacher Education

Date: July-August 1977 Pages Reviewed: 9-12

Based upon what is known about the training of school-based professionals as it relates to quality of life in the community and the potential for careers in community education, colleges of teacher education should consider developing training programs to provide: (1) awareness of the educative potential of the community on the part of those in training for teaching and school administration, and (2) advanced training for those wishing to make a career of community education.

The authors give concrete suggestions for implementing a program in a teacher education institution. These are related to: preparation programs, locus of leadership, creating awareness of community, required knowledge and skills, training resources required, and the program administration of college programs.

Author: Scaggs, William F.; and Ulmer, Curtis

Title: GUIDE TO ADULT EDUCATION COUNSELING

Publisher: Prentice-Hall, Inc.

City, State: Englewood Cliffs, New Jersey

Date: 1972 Pages Reviewed: 48

The purpose of this guide is to describe as clearly and simply as possible the process of adult counseling. The approach is practical and operational. Professional jargon and technical information have been avoided as much as possible. Areas covered are:

Adult counseling as a learning process
Assumptions about adult learning
Continuing professional expansion
Adult counseling tasks
The adult counselor and the adult education team
Special problems of adult counselees

A special section is included entitled "Adult Questions: Stated and Unstated." Some of these are:

"I'm too old to go to school."
"I'd like to withdraw."
"It's too hard to get away from home."
"I can't afford it."
"When do I have time to see a counselor?"
"My educational experience in my younger school days were not very pleasant."

Another section included a discussion of "Adult Counselor Questions: Stated and Unstated.

"I'm a moonlighter, too."
"How do you help them all?"
"How do you leave it at the office?"

The growth of adult education illustrates the desire of adults to learn. This booklet stresses that the objectives to be achieved in the adult education classroom are derived from the adult's desire to become a more effective person. The provision of counseling services

in no way relieves members of the adult education team of their responsibilities for human development. They and the counselor are part of the team. This guide will help all members of the team to better understand their students and themselves.

Author: Schwartz, Felice N.; Schifter, Margaret H.; and Gillotti, Susan S.

Title: HOW TO GO TO WORK WHEN YOUR HUSBAND IS AGAINST IT, YOUR CHILDREN AREN'T OLD ENOUGH, AND THERE'S NOTHING YOU CAN DO ANYHOW

Publisher: Simon and Schuster, A Fireside Book

City, State: New York, New York

Date: 1972 Pages Reviewed: 350

This book was written for the educated wife and mother who feels that she is underemployed; the women who wants to lead a full life and make a contribution outside of the home as well as within it.

According to the author, there are 5.5 million women in America today with B.A.'s or better, and another 8 million who have had some higher education. Figures on college educated are easier to count. There are many more women who may not have a diploma but who through reading, taking adult education courses, working in their community, and just plain living have kept their minds alert. This book tells the adult women how to find her place in the world of work at mid-point in her child-raising years. It shows her how to look at herself in a new light, to analyze her strengths and potential.

It is hoped that the employer and educator also read this book. The waste of the adult woman's ability in an economy with an accelerating need for brainworkers is society's problem as well as a fact that is being underlined by the nation's current focus on the rights of women. The employer needs to find dedicated, enthusiastic personnel with growth potential. The educated homemaker can be the answer. The authors point out that just as the homemaker will have to make some accommodations to go to work, the employer will have to make some changes also. This means some change in the nine-to-five, five-days-a-week concept, toward a flexible work schedule that meets the employee's needs. This also implies a need for adult and continuing education, a need for counseling to help the woman make the transition from home to the work world.

Author: Shaw, Nathan , Editor

Title: ADMINISTRATION OF CONTINUING EDUCATION

Publisher: National Association for Public Continuing and Adult Education

City, State: Washington, D.C.

Date: 1969 Pages Reviewed: 438

This guide is a collection of essays by prominent people in the field of continuing education. The following topics are covered: (1) the organization and administration of continuing education, (2) program development and operation, (3) the adult participant, (4) improvement of instruction, and (5) research and evaluation.

The author summarizes this comprehensive overview of adult and continuing education by pointing out the major strengths that appear to be emerging:

1. Adult educators now talk less about operating on a forth level of education that is unrelated to elementary, secondary, and higher education and, instead, strive to closely coordinate their educational efforts with those of their colleagues on other levels of education.

2. There is a steadily increasing awareness on the part of both school authorities and the general public that a closer relationship must exist between the school dropout and his/her opportunities for a "second chance" education.

3. School superintendents, community college presidents, and their board members are showing an increasing awareness of and commitment to continuing adult education.

4. The role of the director of public adult education has been evolving for more than a century, and interacting forces assure that the process will accelerate. Community and legislative leaders will continue to see adult education as a positive response to social ills.

Author: Sheehy, Gail

Title: PASSAGES: PREDICTABLE CRISES OF ADULT LIFE

Publisher: E. F. Dutton

City, State: New York, New York

Date: 1977 Pages Reviewed: 393

As authors of andragogical literature have noted, studies of child development have been reported in quantities. Yet, whenever psychologists do address themselves to adult life, it is in terms of its problems--rarely from the perspective of continuing changes throughout life cycles.

The author sets three objectives in writing this pioneering book: to locate the personality changes common to each stage of life; to compare the developmental rhythms of men and women; and, to examine the crises that couples can anticipate.

The author wrote this book after three years of research and 115 indepth interviews. A popular best seller, it brings together the passages we must all take through the Twenties, Thirties, and Forties, toward what is potentially the best life. Topics covered include:

1. Mysteries of the life cycle
2. Pulling up roots
3. The trying Twenties
4. Passage to the Thirties
5. Deadline decade
6. Renewal

Author: Stephens, Michael D.: and Roderick, Gordon, W.

Title: TEACHING TECHNIQUES IN ADULT EDUCATION

Publisher: David and Charles

City, State: West Vancouver, British Columbia

Date: 1974 Pages Reviewed: 206

Adult education has changed within the lifetime of many of its present practitioners. At the outbreak of World War II, the term "adult education" was very much a term of the art, restricted to courses of liberal study provided by the university extra-mural departments and a group of voluntary organizations. Local education authorities had evening institutes, but half of the students were under age 18.

Since World War II, people in Britain have taken a much larger view of what constitutes adult education. Instead of being a hobby of an academically minded minority, it is more and more coming to include all forms of education for adults, including recreational education and, in some degree, vocational education as well. The establishment after the war of the National Institute of Adult Education has won much to foster this new attitude by bringing together, for consulting purposes, representatives of the local education authorities and also representatives of groups engaged in adult education of a much less formal kind.

The National Institute has stimulated the study of adult education as well. The demand for teachers is constantly growing. If adult education is to attain its true importance in society, people must be trained to the same level of professional competence as would be expected in other branches of education. Many university extra-mural departments have begun to offer full-time and part-time diploma and certificate courses in adult education.

This book offers a comprehensive review of adult education in Britain with practical suggestions from adult education practitioners in adult learning, specific teaching techniques, and rationale for adult education.

Author: Tobin, Helen M.; Hull, Peggy K.; Yoder, Pat S.; and Scott, Barbara Clark

Title: THE PROCESS OF STAFF DEVELOPMENT

Publisher: The C. V. Mosby Company

City, State: St. Louis, Missouri

Date: 1974 Pages Reviewed: 174

One segment of the continuing education effort occurs within the agency. Staff development is realizing new significance as the numbers and types of health care workers undergo major changes. There are now explicit statements that define certain agencies' responsibilities for providing appropriate educational offerings as well as those that define the responsibilities of practitioners for participating in educational offerings.

The process of staff development involves three major aspects: input, process, and output. Factors relating to these aspects appear throughout the book. Each aspect in this book offers guidelines for use in establishing staff development education within an agency. The process is identified in relation to nursing within health care agencies, but the concepts are applicable to other groups.

A subtitle to this guide, Component for Change, indicates the importance of the process. Changing behavior is the focus of staff development. If there were no discrepancies between what is demonstrated and what is desired, it would be questionable if staff development education were needed.

This book is written to provide more than one viewpoint on the subject of staff development. A history of staff development and the perspective of today's continuing education efforts as well as concepts about motivation and adult learning is also considered important.

The other topics covered are:

Adult learning
Motivation
Organization and administration
Philosophy, purpose and goals: option or necessity?
Identifying learning needs
Designing and implementing learning offerings

Selecting teaching methods and aids
Evaluation
Future directions

The authors conclude with suggestions for further study in dealing with change. How alert we are as staff development educators will affect how prepared we will be to meet future needs. Although a prime goal is to change the behavior of employees, administrators are also affected greatly by the forces that bring about change.

Author: Totten, W. Fred

Title: THE POWER OF COMMUNITY EDUCATION

Publisher: Pendell Publishing Company

City, State: Midland, Michigan

Date: 1970 Pages Reviewed: 168

This book answers questions asked by those interested in the Community Education concept. What is the theory? How great is the social impact? Can it prevent or control delinquency? What are some programs that encourage positive behavior? Why is community education so potent a force?

The author claims that community education, through the multi-purpose school structure commonly known as the Community School, has the power to influence the people to rebuild forces of society which will assist the movement toward equal opportunity for all people and toward the solution of human problems. Most of the experiences related in the book were from the Flint, Michigan model. These are concrete examples. In many examples, the community education programs acted as catalysts to get more and more people involved.

Dr. Totten states that there are many areas basic to better learning and to improved personal circumstance and community development toward which community education can contribute:

1. Power to influence the placement of authority for the educative process into the proper hands.

2. Power to improve the profession of education.

3. Power to effect the change in the requirements for teacher preparation.

4. Power to bring curriculum change.

5. Power to influence the construction of school plants.

6. Power to bring about understanding among people: through participation, through leadership, through communication, through human relations.

7. Power to strengthen the work of volunteer agencies.

8. Power to reduce waste.

9. Power to raise the cultural tone of the community.

In the community education concept there is a power potential which will, in time if released, aid people to find better ways to meet the basic needs of all.

Author: Trow, William Clark

Title: GULLIVER'S VISIT TO WALDEN III

Publisher: Kappa Delta Pi Press

City, State:

Date: 1976 Pages Reviewed: 128

Thoreau's description of his life beside a pond is recognized as a classic statement of individual values and personal belief. Skinner's use of the word for his Walden II turned the meaning of the term along different lines. In Walden III existence of seven worlds are fully realized and studied systematically, and the effort was made to do something about the situation so that people of the different worlds would benefit.

The people in Walden III view each of these worlds as different environments. In summary:

1. The words in the Mental World are concerned with the ideal of truth and the problem of ignorance. The patron saint is Aristotle.

2. The Physical World promotes health and survival.

3. The Esthetic World is devoted to the ideal of beauty in art and nature.

4. The Social World is concerned with mental health and problems of individual and social adjustment, for which Freud was the great progenitor.

5. The Political World of power is faced with the overwhelming problem of war and with forms of governance in the style of Machiavelli, Jefferson, Lenin or Hitler.

6. The Economic World of wealth has the problem of poverty on its agenda, a concern of Karl Marx, of occupational training, and technology for which Henry Ford has been sainted.

7. The Ethical World of the good is influenced by the great religious leaders and philosophers of the past.

During the author's stay in Walden III, he discovered it was no cabin in the woods. It was outwardly a series of seminars and classrooms,

laboratories and offices. He found parts of a modern city where not the planners alone, but many others as well, do a good deal of work and seem to enjoy it. The effort is being made to bring together, to coordinate the parts so that not only children but people of all ages may profit.

The following symphony he heard has five movements: affective domain, cognitive domain, sensorimotor domain, delivery systems, and assessment. The first 3 represented the hoped-for outcomes. Delivery systems are the methods to attain outcomes while assessment records the learner's progress. These are interwoven in the seven worlds.

The traveler was introduced to the chairman of Design and Evaluation in each of the worlds. These leaders each had important messages for the world today. All are worth reading. Some of the quotes from these leaders are:

From the Mental World: "Of course, the other worlds have their contributions to make, but we have a heavy responsibility, one which in spite of the attention given it, we have not fully discharged. We are humble, but we are hopeful that the unique gift to man, his intellect, may be made to serve him even better in the future than it has in the past."

From the Physical World: "We view man as a biological organism and immediately we find ourselves embroiled in the nature-nurture, heredity-environment controversy."

From the Esthetic World: "We believe that the level of taste can be raised."

From the Social World: "We teach our students to recognize some of these more or less satisfactory other ways (to gain satisfactions). Success may be thought of as attaining a reward or, which sometimes amounts to the same thing, avoiding punishment. B. F. Skinner, in his BEYOND FREEDOM AND DIGNITY, has lined up a number of ways."

From the Political World: "But we believe that responsibility can be learned and we can teach it."

From the Economic World: "But we must somehow get the ethical values back on top, or we'll lose them and all the others as well."

From the Ethical World: "We use these reports on people as a source of hypotheses as to the causes of crime and of criminal careers and try to provide a set of life experiences of a more desirable sort for those children who early show signs of criminal tendencies. . ."

When the writer returned from Walden III, he had a message to bring to the "folks back home." To his dissappointment, they asked questions such as: "Do you mean that you have (or did have) a curriculum based not on school subjects or mental processes, but on human values?"

So he decided to write a brief report of the adventure to present the whole message instead of just a part, as was necessary at these meetings. This was done with the hope that society would recreate and improve itself. He cited that we already have the wisdom but lack the determination.

Author: None given

Title: ADULT BASIC EDUCATION NATIONAL TEACHER TRAINING STUDY: STATE OF THE ART, PART II

Conducted by: University of Missouri-Kansas City

City, State: Kansas City, Missouri

Date: 1972 Pages Reviewed: 66

In 1971, the United States Office of Education contracted with the University of Missouri-Kansas City, to conduct a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. Its major objective was to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a five-year plan as a management tool to guide the Office of Education in its future thinking, planning, and funding of Adult Basic Education Teacher Training Projects. The study derived data from existing literature and previous studies, site visits, three nation-wide surveys, and consultation with persons in the field.

This is the second of four documents which report results of the feasibility study. The purpose of this report is to present a comprehensive and accurate description of the current state of the art in ABE teacher training. Results are intended to be used as baseline data upon which recommendations concerning future funding patterns and model training approaches will be made.

The report is divided into four major sections: (1) Survey of State Directors of Adult Education; (2) Federally Funded (USOE) Training Efforts; (3) Survey of Model teacher training programs; (4) Survey of Federal Agencies with ABE funds. Each section is followed by discussion and preliminary recommendations.

Author: Washtien, Joe Source: ED 136 762

Title: A GUIDE FOR PLANNING AND TEACHING CONTINUING EDUCATION COURSES, WORKING PAPER NUMBER 2

Sponsoring Agency: National Library of Medicine (D-HEW)

City, State: Bethesda, Maryland

Date: 1975 Pages Reviewed: 68

This report makes recommendations on the planning and teaching of continuing education courses. Included are discussions of ways to determine the scope and objectives of a course, gear a course towards a target population, and limit a course in scope so as to include all material within a limited time period. Designing learning activities with special consideration for the importance of teacher and learner participation and individualized instruction are also examined.

Author: Widman, Shannon S. and Olswang, Steven G.

Title: CONFERENCE ON THE ADULT LEARNER: OCCASIONAL PAPER NO. 25

Publisher: Center for Development of Community College of Education Washington University

City, State: Seattle, Washington

Date: 1975 Pages Reviewed: 78

The document contains a brief outline of the conference proceedings and the text of the two papers presented at the conference. Alan M. Rukin's paper, "Give Me a Fish and I Eat for a Day. Teach Me to Fish and I Eat for a Lifetime," (from the Babylonian Talmud) explains the question of whether our institutions of higher education are providing the opportunities to learn necessary life skills and presents a curriculum and service program, which operates from a community-based life-skills center and is centered entirely around the adult students' life skills.

"Adult Learning," a 65-page presentation by Shannon S. Widman, provides an overview of the field and particular characteristics of the adult learner, as well as resultant implications for adult education. An historical review of adult education, which traces its organizational and institutional development, is included to provide insight into current problems in adult education. Drawing on research in the field, the author examines the motives, times, learning processes, and performance of the adult learner. Successful course planning, teaching techniques, and teacher roles for the adult learner are likewise discussed. The paper also contains a partially annotated 10-page bibliography on adult learning.

Author: Wilson, Marlene

Title: THE EFFECTIVE MANAGEMENT OF VOLUNTEER PROGRAMS

Publisher: Johnson Publishing Company

City, State: Boulder, Colorado

Date: 1976 Pages Reviewed: 197

Increasingly, human agencies are being held accountable for gifts of time, effort and money (tax or donation) and the use of talents as well as essential materials. Good management of volunteers is important for the generally underpaid, overworked staff, from executive down to the newest employee. The author stresses that the consumers or recipients of the volunteer services are the most important people in the hierarchy of those to be considered. Volunteer managers must insure that they have a good experience and relationships with their volunteers which reinforce and extend their use of agency services.

This book deals with enabling volunteers for a broad range of age and background to apply their fullest potential to serving recipients. The author points out that there is a lag in realizing what a wide range of skills and knowledge is required for volunteer management. The possibilities for real social action, community change, new roles for older persons, and career exploration for the young mean that volunteers now come in all sizes, ages, shapes, and backgrounds.

The evolving occupation of volunteer management is unique in that it channels compassion and gives access to the process of effecting change. The author gives the "how-to's" and the "whys" of management in this practical guide. Topics covered include the following:

A New Look at Volunteerism
The Role of a Manager
Motivation: The Whys of Behavior
Organizational Climate
Plan and Evaluation
Designing Jobs and Recruiting to Fill Them
Interviewing and Placing Volunteers
Designing Creative Learning Experiences
Communications: Meaning and Message
Putting It All Together: Client/Staff/Volunteer/Board

Author: Zeigler, Warren L.

Title: RECURRENT EDUCATION: A MODEL FOR THE FUTURE OF ADULT EDUCATION AND LEARNING IN THE UNITED STATES

Publisher: Syracuse University Research Corporation, N.Y.E. Educational Policy Research Center

City, State: Syracuse, New York

Date: 1972 Pages Reviewed: 33

Recurrent education, as developed in the past four or five years in a number of European countries, is seen as a formal process, full time, for credit instruction for adults beyond the age of compulsory schooling in which participation was supposed to take place during intermittent periods throughout the adult working lifespan. This would include provisions for reciprocal entrance and exit between recurrent education and work experience. The central feature is the emphasis on formal instruction for credit that leads to certificates of completion recognized in the society as credentialing the student to perform occupational or job related functions in a production and service economy. While there is a serious doubt about the desirability of recurrent education as a substitute for higher education, adult education, or adult learning, the metaphor of recurrent education can be used to teach us something about alternative social meanings available for the future of post-compulsory education.